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ABSTRACT

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume VII include the following articles: (1) "Academic Standards for Ohio Two-Year Colleges," by Brian Donnelly; (2) "Focus: Shawnee State Community College," by Sally Schisler; (3) "Role Playing to Effect the Affective Domain," by Robert J. Pond; (4) "The Staff Development Program: An Institutional Resource for Program Evaluation," by Timothy D. Nolan; (5) "Creative and Participatory Management in Higher Education: The Mandate for the 80's," by Cash J. Kowalski and J. Richard Bryson; (6) "Evaluations Can Isolate Teaching from Learning," by Neal Whitman; (7) "Issue: To What Extent Should a Two-Year College Advertise for Students in an Era of Financial Restraint?" by Robert C. Barr and Kenneth H. Hahn; (8) "The Trumbull Campus of Kent State University," by Joanne L. Matika; (9) "The Role of the Division Chairman in Technical Education," by Robert J. Pond; (10) "Responding to the Challenges of General Education in the Two-Year College," by William W. Miller; (11) "Issue: When the "Tech Monies Are Low, Are the Humanities the First to Go?" by Richard Libby, Lloyd Monnin, Norval Walker, and Daniel LaVista; (12) "The DACUM Process," by Jack Harris and Vickie Perfect; and (13) "Improving Faculty Evaluation Systems," by Peter Seldin. (UCM)

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THE OHIO ASSOCIATION OF TWO-YEAR COLLEGES

OATYC JOURNAL

VOL VII NO. 1 FALL 1981

VOL VII NO. 2 SPRING 1982

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OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. VII NO. 1 FALL, 1981

THIS ISSUE

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Mission Possible

Welcome

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FOCUS: Shawnee State Community College

Role Playing to Effect the Affective Domain

The Staff Development Program:
An Institutional Resource for Program Evaluation

PRACTICUM
Creative and Participatory Management in
Higher Education: The Mandate for the 80's

PLUS ONE
Evaluations Can Isolate Teaching from Learning

FORUM
ISSUE: To What Extent Should a Two-Year College Advertise
for Students in an Era of Financial Restrictions?

REACTION
In Response to "Capping Enrollments"

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JOURNAL

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

VOL. VII NO. 2 SPRING 1982

THIS ISSUE

COMMENT

Don't Eat the Seed!

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The Role of Division Chairman in Technical Education

Responding to the Challenges of General Education
in the Two-Year College

FORUM

ISSUE: When the "Tech" Monies Are Low,
Are the Humanities the First to Go?

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The DACUM Process

PLUS ONE

Improving Faculty Evaluation Systems

REACTION

A Response to "Evaluation Can Isolate Teaching
from Learning"

JOURNAL

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Ohio Association of Two-Year Colleges

VOL VII NO. 1 FALL 1981

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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The Ohio Association of Two-Year Colleges
c/o Dr. Rae Rohfeld
Cuyahoga Community College, Metro
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Cleveland, OH 44115

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COMMENT

MISSION POSSIBLE

JULIUS S. GREENSTEIN

All of us at Central Ohio Technical College are delighted at the prospect of hosting this year's OATYC conference on November 6, 1981. We look forward to renewing old friendships and meeting new participants at this important annual occasion. I hope this meeting will also be an opportunity to renew ourselves as we face another trying academic year of diminishing resources.

We hear a great deal these days among ourselves about recommitment to our "mission" in education, about our role in the investment in human capital, and about the wonders of our remarkably flexible and responsive educational delivery system. At the same time, we are painfully aware that student literacy is still on the decline; that students are still being graduated from high schools unfamiliar with the rudiments of their own language, history, culture, values or ethical heritages. There are numerous signs and compelling reasons to believe that for the past decade or two the quality of education at the primary and secondary levels has continued to deteriorate. Quality is obviously missing, both as a characteristic of what passes for schooling and as a virtue in the value system that students acquire along the way. We find ourselves trying to fill these gaps at a fearful price.

Educators that dare to speak out in favor of "academic excellence" or "quality education" are viewed with great suspicion by those who think these terms are code words for elitism or ivory tower prejudice. Regrettably, within our two-year institutions are all too many colleagues who, in their zeal to provide equal opportunity and easy access for all who seek educational opportunity, are willing to sacrifice content, substance, grading practices and ethical standards. In their desire to salvage underprepared or marginal students and to train needed manpower for available job openings, these colleagues may be losing sight of the fact that there is more to the mission of our colleges than to equip students to find and hold decent jobs. I, for one, am not ready to abdicate to the four-year colleges and universities the sole responsibility for educating our future artists, intellectuals, leaders and professionals. I, for one, am not ready to grant to the four-year colleges and universities the exclusive rights to the teaching of moral and ethical values and the uses of language, philosophy, science, economics, art and history as liberalizing disciplines of the mind. The task of educating the whole person is ours as well.

We have to be careful as we carry out our difficult roles of being community oriented, open-door, comprehensive, multi-purpose institutions that we don't get carried away and become all things to all persons -- and in the process lack excellence in anything. By so doing, we run the risk of being thought of as colleges "where anyone can get in and get through."

As two-year colleges, we have every reason to be very proud, by and large, of what we have accomplished in a remarkably short period of time. More and more, our traditional sister institutions look to us as models of administration; they seek to learn our ways of combining career training and general education, to copy our effective community relations techniques, and to study our uses of adjunct faculty. Many of them openly envy our ties with business and industry and our unprecedented ability to change our curricular programs to meet changing demands of the world of work.

All we need do is be true to ourselves. We have carved out our rightful place in the educational scheme of things. We need only to do our jobs with rigor, with discipline, with pride, with confidence and to impart these values to our students in the certain knowledge that our contributions to the education and training of citizens grow in value and societal recognition with each passing year.

Julius S. Greenstein,
President,
Central Ohio Technical College
Newark, OH 43055

ACADEMIC STANDARDS FOR OHIO TWO-YEAR COLLEGES

BRIAN DONNELLY

High academic standards in Ohio two-year higher education are more critical than ever. Legislative and public views of academic achievement, continued state financial support and the role of the two-year college vis-a-vis universities and other higher educational institutions are dependent upon these standards.

The phrase "high academic standards" has justified a range of activity by faculty, board members, citizens and other groups in schools and colleges. For example, the phrase has provided an explanation for segregating K to 12 school systems in earlier decades. More recently, the phrase has been advanced to support desegregation strategies.

Admissions officers and admissions committees have used the glowing, ephemeral-sounding terminology of "high academic standards" to maintain homogeneous, white, Anglo-Saxon high-income student bodies at ivy-covered institutions. Faculty members have sometimes used the phrase to wield power in the classroom. It has been used to justify the need for the student to do all the work in the teaching-learning relationship. Faculty members, unable or unwilling to coach learners or spend time with students, have indicated that the students simply cannot meet the "standards" of a particular course or class.

In describing the goals of two-year colleges, the notions of quality educational opportunity and academic standards need to be clearly linked. Warren Willingham described an appropriate conceptual framework for the further development and application of the concept of high academic standards to the two-year college. It is built on the idea that quality standards need to refer to the student's completion rather than his or her admission to the institution. Willingham suggested that our "best" colleges were doing the least. He asserted that two-year institutions often allowed students to enter who were low on the learning continuum and prepared them to leave at a much higher level on that learning continuum. He contends that our "best" institutions have emphasized the entry of students who meet high "standards" and that such students move a relatively short distance on the learning continuum.

The concept of high academic standards has most often referred to the point of admission into the higher educational institution. The purposes of the phrase have been so often linked to excluding students that there has been a near aversion by two-year college faculty, boards and administrators to even use the term. The basic thrust of the two-year institution has been one of opening educational opportunity as reflected in language such as "Democracy's College" and "second chance institution." The challenge to Ohio and our two-year institutions has been not only to permit admission, but also to ensure reasonable opportunity for

academic growth. The use of developmental education has been important in this process. Academic standards in Ohio's two-year institutions need to continue to refer to the level of growth and accomplishment upon the completion of a program by a student. High academic standards need to be set and maintained.

It is important for persons concerned with the mission of two-year institutions in Ohio to assert two critical elements central to the effective operation of the institution:

1. A definition of high academic standards linked to student completion and success in meeting defined learning objectives.
2. The cost and support needed to honor a commitment to equal educational opportunity for individuals in Ohio's two-year higher educational institutions.

Ohio's legislators are properly concerned with state budget and state resources; yet many low-income individuals have been deprived of educational opportunity (and consequent employment opportunity) as a function of past legislative action affecting inadequate financial support of, and low expectations for, student achievement. We need to encourage financial support for the maintenance of high quality educational standards which may require additional funding.

Limiting admissions at the state university main campus does not necessarily imply financial economy. A definition of the role of the university which includes the elimination of compensatory education is one matter. Placing responsibility for developmental education in the role of two-year institutions is another issue. Neither action will necessarily save money. In fact, developmental education needed for the support of educational opportunity and the maintenance of academic standards at two-year institutions will require additional support.

Ohio two-year college leaders need to speak now with one voice on the matters of:

1. High academic standards defined in terms of student completion, not simply student admission.
2. The need for continued/increased support for developmental education.
3. A clear definition of what the completion of specific two-year degree or certificate programs means in academic accomplishment.
4. The kind of contribution which students who have achieved high academic standards, implied or stated in the completion of a degree, have made to the state's economy and to the support of industry.

High institutional academic standards are the keystone.

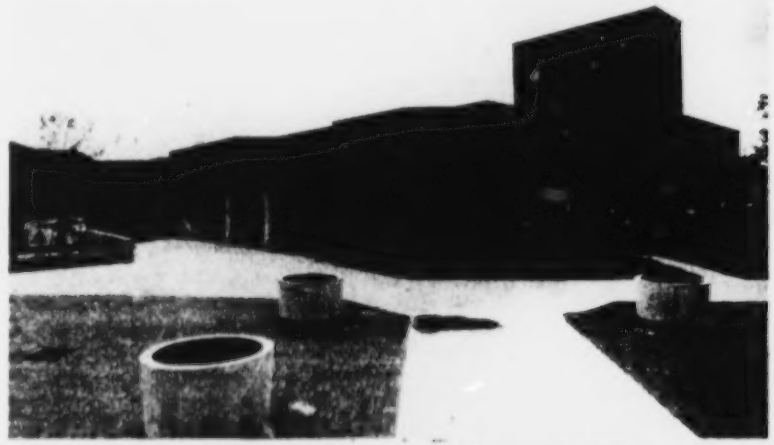
Brian Donnelly
Dean of Academic Affairs
Central Ohio Technical College
Newark, OH 43055

TEXT

FOCUS: SHAWNEE STATE COMMUNITY COLLEGE

SALLY SCHISLER

In each issue of the Journal a two-year college campus is featured. The Journal focuses on Shawnee State Community College, located in Portsmouth, in this edition. Shawnee State Community College, a college of change, expansion, and quality, is one of Ohio's newest.



Activities Center at Shawnee State Community College

In May, 1973, the North Central Association of Schools and Colleges, and the Ohio College Association recommended a merger between the Ohio University Portsmouth, Ohio Branch, and the Scioto Technical College located in Lucasville, Ohio.

In February, 1974, the merger was approved, and in January, 1975, Shawnee State General and Technical College was chartered by the Ohio Board of Regents to begin operation July 1, 1975. The combined enrollment was 1184 students, and the College operated on two campuses - South Campus, formerly Ohio University Portsmouth, located in downtown Portsmouth, and North Campus, the former Scioto Technical College site located eight miles north of the city. The enrollment in the fall of 1976 was 1646. In November, 1977, the Ohio Legislature renamed the college Shawnee State Community College, and in September, 1978, the enrollment had grown to over two thousand full- and part-time students, in 27 programs.

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The College presently operates on a campus comprised of six buildings, five of which are new; the sixth being Massie, the original Ohio University Portsmouth Branch Building. Massie Hall now houses the library and developmental learning center, classrooms, science labs, art and music labs, and a large lecture hall. The Commons Building houses the administrative staff, and is the hub of the college activities with a cafeteria and lounge area. The Activities Center is a multi-purpose building and is the focus place for athletic events, travelling symphony orchestras and ballet companies, community concerts, and college dinner theatre. The stage is the finest in Southern Ohio, and because of the large seating capacity, the Activities Building is a center for college and community activity. The Allied Health Technologies, Business and Engineering, and Vern Riffe, Jr., Industrial Buildings complete the campus. The Riffe Building houses the only Plant Maintenance Engineering Program in the state.

In the past two years, Shawnee State has become an integral part of the community. The Community Concert Association has held all of their performances in the Activities Center, with highlights for the year being the full Cincinnati Symphony Orchestra, the Mini-Festival Performance by the Symphony, and the Cincinnati Ballet Company.

A week-long summer academy for 400 gifted children in Scioto County was held on the Shawnee Campus during the 1981 Summer Quarter. It was the first program of its kind and was funded in part by a grant from the Bess A. Pixley Trust of the Scioto County Area Foundation. The Pixley Trust leaves an annual sum of approximately $100,000 to be divided by Shawnee State and Miami University on a competitive basis.

The College became involved in a cooperative venture in creative problem solving with the City of Portsmouth providing students with hands-on experience in certain areas, and giving the city additional services.

Another cooperative venture was entered into by the College with the Scioto Economic Development Corporation setting up a Small Business Counseling Center on the campus to help area business owners find solutions to their problems before they become overwhelming.

The community enjoys the Cultural Affairs Committee offerings of outstanding speakers, lecturers, and films. The high points of the Committee's 1980 year came with the sponsorship of a week-long Folk Arts Festival. A Speaker's Bureau was established and has kept faculty and staff busy addressing clubs and organizations in the Portsmouth Area.

Our community services and events include, low-cost dental examinations as a part of the Dental Hygiene program. The Children's Theatre, produced by the combined music and art departments, and dinner theater productions are both always well attended and well received by the community.

An annual Business and Industrial Conference keep area business people appraised of all the latest facts, figures and methods. Career Days are popular and helpful, and for the first time organizations have brought in top name performers and lecturers such as Conway Twitty and Dr. Lendon Smith.

Allied Health Building

[Photos courtesy of The Daily Times]

Programs are constantly changing and expanding at the College, to meet needs. The four new programs in Diesel, Welding, Plant Maintenance, and Automotive Technologies are growing steadily. Other very well regarded programs are Practical Nursing, Dental Hygiene, and EMT-Paramedic. The Electro-Mechanical and Plastics/Chemical Engineering programs, Computer Programming and Data Processing Program are also outstanding. Each field of study has shown growth, and 90% of the college's technical graduates find employment in their area of study.

Shawnee State is accredited by the North Central Association of Colleges and Secondary Schools, and it is approved by the following agencies: U.S. Office of Education, American Association of Collegiate Registrars and Admissions Counselors, American Association of Junior Colleges, Ohio Board of Regents, Ohio Department of Education, Ohio College Association, American Dental Association, American Medical Association, State of Ohio Board of Nursing Education and Nurse Registration, Bureau of Vocational Rehabilitation, Social Security Department, and the College Entrance Examination Board.

The future is very bright for Shawnee State because technologies are expanding and changing so rapidly, and the faculty and administration are continually evaluating and tailoring the curriculum to meet the needs of the people in Scioto, Pike, and Lawrence Counties, the college's service area, as well as the needs of society in general.

Efforts to expand two-plus-two programs with the Ohio University Resident Credit Center housed on campus are being pursued. Classes will continue to be offered at the Pike County Joint Vocational School in Waverly, Ohio, and on site at the Goodyear Atomic Energy Corporation, as well as the Southern Ohio Correctional Facility in Lucasville.

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Reaching out to find new students to participate in the lifelong learning process will be part of the 80's agenda. Open registration, registration by mail, the creation of an alumni file, and the utilization of computers will help the traditional, non-traditional student and the college administration as well.

Physical expansion is planned. A nursing addition with lab space for 100 nursing students, parking lot paving, and the renovation of Massie Hall, as well as a student center building and a resource center are important to the development of the 80's. The only campus in Ohio to be constructed specifically with the handicapped in mind, Shawnee State will continue to pursue policies, programs, and structures to benefit the handicapped.

If growth and expansion were the bywords for Shawnee State during the last five years, growth with quality will be goals as this new institution develops in the eighties.

Sally Schisler
Public Information Officer
Shawnee State Community College
Portsmouth, Ohio 45662

ROLE PLAYING TO EFFECT THE AFFECTIVE DOMAIN

ROBERT J. POND

All human behaviors may be classified into three domains -- cognitive, psychomotor, and affective. The **cognitive domain** deals with intellectual behaviors, or knowledge and information related behaviors. Most college instructors deal extensively with behavior modification in this area.

Some instructors also deal with the **psychomotor domain.** Psychomotor skills involve hand-eye coordination and other manipulative behaviors. Music and dance instructors, as well as technical instructors, are familiar with behavior modification in this area.

It is the third domain, or the **affective domain,** that many who teach in our two-year colleges find necessary to address. However, affective behavior which deals with attitudes, feelings, and values is often the most difficult behavior in which we may effect meaningful or lasting change. In this article I would like to suggest a role-playing situation that may be used in the classroom to effect the affective domain.

Real life experiences are more effective in teaching us how best to relate to others. Role-playing groups attempt to simulate real life situations. The actors, or participants, and also those observing the role find that not intellectual responses but basic emotional responses are triggered in role situations. Thus, practice in role-playing aids in our "handling" of these emotional responses in more effective ways. The shared experiences of such groups promote an understanding of ourselves and others that is difficult to attain in any other planned learning situation. The following is an example of role-playing designed to improve communication skills between a supervisor and his or her employees.

The role has three participants: A district sales supervisor who has just been ordered by his boss to lay off one of two employees in a branch office where sales have dropped off, an older salesman who has been with the company ten years, and a younger salesman who has been with the company three years. Instructions are given to each participant while the other two are absent from the room. They are as follows:

Sales Supervisor. You have just been advised by the front office that, due to a recession, one of your branch offices has dropped in sales and one of the two employees there must be laid off. One of the employees, the older salesman, started up the office ten years ago. His sales have been high until a younger salesman was hired three years ago. Since then, the older salesman's sales have dropped forty percent. The younger salesman is a real fireball and is selling twenty-five percent more than the older salesman.

Older Salesman. Ten years ago, you established the office you are in now. Your sales have always been excellent because you have worked hard to develop the territory. Three years ago, sales were so good the company hired a younger man to work with you in the office. Since he came you have spent your mornings organizing his sales calls and assembling information he needs. The rest of the day you have made sales yourself. A current recession has lately pulled office sales down.

Younger Salesman. Three years ago you came to the office. The salesman already there helped you to understand the territory and still helps prepare your materials and appointments each day. But, you have also worked hard to close all the sales and you have been successful. Lately, a recession has pulled sales down somewhat.

After all instructions are given, the role opens with the supervisor arriving in the office to talk to the two salesmen about the impending layoff. The role-playing leader and the other students simply observe the three participants.

The conflict that must be present in all effective roles is indeed present in this example. With the information he is given, who should the supervisor lay off? Each of the salesmen may present his facts to support his right to remain working. Will the supervisor learn that the older salesman has continually supported the younger salesman's activities? This is just one of the possible solutions to the role. But all "good" solutions require good communications under stress.

The role-playing leader never tells the group how to successfully relieve the conflict situation. He may demonstrate an effective solution by sitting in for one of the participants, thereby improving interpersonal communications. In the above example, he may choose to sit in for the older salesman if the older salesman has failed to communicate how he has supported the younger man's efforts.

The role-playing experience is beneficial not only to the participants but to the students who are observing. Observers usually identify with one or more of the participants, become emotionally involved, and have the opportunity to test their attitudes and values at a fundamental "gut-level."

This particular role has been used successfully by the author to teach more effective communications and sensitivity to others in interpersonal relationships. I hope that it may be useful to some of you who wish to attempt new methodology in changing attitudinal behavior in the classroom.

(Dr. Robert Blees of Columbus, Ohio, first developed this example of a role-playing experience.)

Robert J. Pond, Chairman
Division of Engineering and
Public Service Technologies
Central Ohio Technical College
Newark, Ohio 43055

THE STAFF DEVELOPMENT PROGRAM: AN INSTITUTIONAL RESOURCE FOR PROGRAM EVALUATION

TIMOTHY D. NOLAN

How does a two-year post-secondary institution meet the demands of the forces from without and within that attempt to direct its future? Recently some states have been faced with fiscal disasters. In Arizona this November, the passage of a "proposition 13" has strained and radically realigned the budgets for post-secondary education. Ohio faces bankruptcy if a tax increase is not linked to severe budget cuts. In these types of budget-crisis, most institutions take steps to maintain themselves, not to develop. Lewis B. Mayhew of Stanford University states that "as a result of tax limitation movements and the rise of other competing social priorities, the resources available to higher education will drop sharply with the impact exacerbated by runaway inflation." How can staff development even be discussed in such an era? Actually, the staff development programs in two-year post-secondary institutions should be consulted and contribute to management decisions because these programs can provide valuable data and supply important activities to assist institutions to grow with these difficult challenges.

When a staff development program undertakes or is given the charge to conduct institutional program evaluation, the institution becomes growth-oriented and more accountable to the community. Program evaluation provides many logical answers to issues and concerns of the eighties. The staff development program needs to assist, develop or facilitate the institution's process of program evaluation and development. The staff development program must consider and adopt the Phi Delta Kappa Commission on Education's (1971) definition of evaluation. "Evaluation is the process of delineating, collecting and providing information useful for judging decision alternatives" (Stufflebeam, et al., 1971). The evaluation role is therefore distinct from the decision maker. Actually this proposal is not radical or innovative. Wentling and Lawson in *Evaluating Occupational Education and Training Programs* (1975) proposed that as "evaluation upgrades program personnel. . ., participation in evaluation can be viewed as a professional development activity."

Since program evaluation of all institutional programs is mandated by the Vocational Education Act of 1963 and its subsequent amendments of 1968, the staff development program could provide a visible, pivotal focus for an institution to adopt an accountable, college-wide process for program evaluation.

Persons responsible for staff development should develop competencies to assist their institutions to conduct program evaluation. Two specific processes of program evaluation are the DACUM process and the Follow-up model of Florida's State Department of Education.

Basically the DACUM, an acronym for Developing A CurriculUM, is "a single sheet skill profile that serves as both a curriculum plan and an evaluation instrument for occupational training programs" (Adams, 1975). One of the primary sources that describes the DACUM process as an approach for program evaluation is the book entitled *Curriculum Development in Vocational and Technical Education* by Finch and Crunkilton (1979). Staff development officers need to learn how to facilitate this process for their institution.

The other competency, the follow-up process, centers around the development of questionnaires. A six-stage process, described and implemented by Gill and Nolan (1979), follows the guidelines of Florida's Community College Division of the State Department of Education (1973). This model contains six steps: 1) definition of program exit competencies, 2) development of questionnaires, 3) distribution of the questionnaires, 4) tabulation of the data, 5) evaluation of the data, and 6) distribution of conclusions and recommendations. After the faculty members determine program exit-level competencies, questionnaires to both recent graduates and then their employers and university professors measure these competencies in terms of program preparedness and the job requirements. Table 1 illustrates a section of a welding survey format.

TABLE 1
GRADUATE SURVEY - SECTION II

Required by Job				Prepared by Program			
Yes	To Some Extent	No		Yes	To Some Extent	No	
( )	( )	( )	Use an acetylene oxygen torch to repair refrigeration systems.	( )	( )	( )	
( )	( )	( )	Evaluate current marketing trends and develop a system of farm production that will be most economical in the light of these trends.	( )	( )	( )	
( )	( )	( )	Communicate with peers and supervisors in writing, using the petroleum vocabulary.	( )	( )	( )	
( )	( )	( )	Illustrate the assembly of a multi-component object by drawing an exploded isometric assembly drawing.	( )	( )	( )	

In January 1979, every technical program at Sumter Area Technical College in South Carolina was evaluated using this model. The staff development officer coordinated this institutional approach to program evaluation.

Essentially, the staff development office can provide the skills and resources necessary to implement an institutional process of program evaluation. Then, after management's decision-making from this data, the staff-development office has in actuality conducted its needs assessment. All program activities - whether they range from workshops, mini-grants, consultant contracts, return to industry or exchange programs with part-time instructors - can then be held accountable because of this program evaluation data. As administration supports the staff development program, the program supports the growth of the institution.

Timothy D. Nolan
Director of Staff Development
Cincinnati Technical College
Cincinnati, OH 45223

PRACTICUM

Cash J. Kowalski and J. Richard Bryson, Marion Technical College, discuss the leadership crisis and traditionally poor management tactics of most colleges. They present the participative management approach now being used at Marion Technical College, discuss its implementation, and cite positive results.

CREATIVE AND PARTICIPATORY MANAGEMENT IN HIGHER EDUCATION: THE MANDATE FOR THE 80's

CASH J. KOWALSKI and J. RICHARD BRYSON

Higher Education: Administration and Organization

The principal responsibility of the college administration is to bring about institutional unity among individuals with clashing intellectual ideas. The college administrator must be, first of all, an educated individual with a fundamental understanding of the broad divisions of knowledge; and secondly an individual who has certain technical, social and leadership skills in order to guide college intellectuals on the one hand and community citizens on the other (Gibson, 1969).

Unquestionably, many colleges and universities are among the worst managed institutions in the United States. Stewart (1979) has made the point that today, most colleges and universities are run by strangers to their faculties. Hospitals and some state and city administrations may be as bad. However, no business or industry except Penn Central, can possibly be managed as poorly as the American College. One reason, incredibly enough, for this poor management is that universities have studied everything from government to Persian mirrors, but few of them have ever studied deeply their own administration practices.

The present crisis in higher education calls for leadership. But, leaders are not leading -- they are consulting, pleading, temporizing, martyrizing, trotting, putting out fires, avoiding or taking the heat (and spending too much energy in doing both). They have sweaty palms; they are scared. One reason is that many of them do not have the faintest concept of what leadership is. Like Auden's Captain, they are studying navigation while the ship is sinking. In higher education we need leaders at the top, not just managers. There is an important difference: Managers tend to organize, control and direct an organization's efforts. They often get bogged down with paper work. Managers are basically administrators. Leaders on the other hand become less involved in these kinds of activities and become more concerned with the direction in which the organization is heading and how it is going to get there — including the resources necessary as well as other creative type of endeavors.

Some institutions are well managed but very poorly led. The leaders must create for their institution clear-cut, measurable goals based on advice from all elements of the community (Bennis, 1976). Somewhere between these extremes -- order, trust and stability versus disorder, distrust and uncertainty -- there is an optimal point where order prevails and flexibility and openness still exist. Policies are made on the basis of information from appropriate sources within the organization. Decisions are reached on the basis of cooperation among many informed individuals. This philosophy of management is one in which individuals are important. Indeed, individuals are viewed as human resources, as vital to the organization as natural and technical resources. The atmosphere is one of trust, cooperation, respect, and confidence. It is one of order and direction but always open to suggestions and improvement. The individuals find recognition in doing a good job, feel responsible for their actions, and have a sense of belonging. They are proud to be identified as members of a department or office, and see their future, to some extent, as being compatible with the success of the organization. The growth of members within the organization is in keeping with the purpose of the organization (House, 1974).

Participatory Management in the Decision Making Process

"Obviously, decisions need to be made and the best way to make them is to get all the facts. The decision-making process is as much of an art as it is a science." There are three distinct ways in which decisions may be reached in an organization: authoritarian, democratic, and complete freedom (Schien, 1970).

Perhaps one of the most dominant features of any organization is its decision-making process. Decisions differ in terms of content, time perspectives, and in the number and type of individuals who make them. Indeed, the process of decision making can have as much influence over the relationship between an individual and the organization as the content of the decision itself. The decision-making process has impact, not only upon the direction in which the organization moves, but also upon the professional and psychological growth of its members (House, 1974).

Despite the widespread support for the participatory approach, relatively few mechanisms have been found which secure such participation into an operational reality. According to Pollay, Taylor and Thompson (1976), the following benefits could potentially be derived from allowing faculty/staff participation in the decision-making process:

1. Increased supervisor effectiveness
2. Faculty satisfaction
3. Decreased student alienation
4. Improved student achievement
5. Ability to reduce complexity by synthesizing the contributions of individuals with various organizational perspectives
6. Acceptance of decisions by all parties to the decision
7. Democraticizing a rapidly hierarchial organization and providing all levels of employees with some element of control over their own fates, especially when participation is used to establish goals
8. Rebuilding of academic communities within the university structure.

Decision-Making Process

Katz and Kahn (1966) reported that organizations in which influential acts are widely shared are generally more effective. First, people have a greater feeling of commitment to decisions in which they have participated, and second, wide distribution of the leadership function is likely to improve the quality of decisions. Schien (1970) has written that group participation, within an environment of trust, can work as quickly and effectively as authoritarian decision making. In the absence of mutual trust and confidence, however, group processes are likely to be slower and less efficient than an individual decision maker.

Tannenbaum (1966) also reported that systems of control which give the individual more say about his work in the organization can be conducive to efficiency. The participative approach is more rewarding psychologically to members of the organization.

Educational theorists such as Corson and Millett have advocated participation in all segments of the college community and the decision-making process. All persons should be given the opportunity to contribute to the decisions relating to the functions he performs. Mistakes are going to be made, but hopefully growth will take place from experiencing the consequences of a wrong decision as well as experiencing the consequences of a good decision.

Likert (1961) stated that organizations must provide more clear-cut economic rewards for behavior which help the organization achieve its objectives. He was quick to add, however, that in addition to the effective use of economic needs, managers must strive to use other non-economic motivators such as praise and participation.

A review of the literature -- Cangemi (1980), Corson (1973), Gibson (1969), Katz (1966), Likert (1961), Maslow (1968), Millett (1962), Pollay, et. al. (1976), Schien (1970), Tannenbaum (1966) -- strongly supports implementation of a participative management approach to leadership, away from the rigid hierarchial organization of institutions of higher education. The authors of the article define participatory management as having a central theme of subordinate influence in decision-making. In other words, faculty/staff are involved in making decisions that affect them: They share authority with their top adminstrators.

Participatory Management at Marion Technical College

A humanistic participatory philosophy of management in higher education has been the theme at MTC. Evidence suggests that this kind of environment allows individuals to reach their maximum potential. As previously stated, the most important contributions a president and his administrative staff can give to the institution is pulling all the forces of the institution together. According to Gibson (1969), who himself was a college president, the management of our colleges and universities should be a cooperative, participative enterprise among administrators, professors and students.

Various efforts have been undertaken at MTC to pull together the central forces within the institution essentially through humanistic management (Theory Y). This has been accomplished by the steady nurturing of Theory Y management behavior on the part of the President and his administrators. This basic managerial philosophy reflects a belief in the potential of people to be able to utilize most of their capabilities if given the opportunity to do so.

In 1974, the faculty and staff at Marion Technical College, aware of past experience in institutions which failed to adequately consider the individual needs in the organizational context, resolved not to squander its resources in similar manner. They began to develop a management system, one which recognized the worth and dignity of each individual. They recognized the human potential in the organization as a vital contributing element and set about to create an institution which would acknowledge its human resources as being at least as important as its financial and physical resources. They agreed on two basic beliefs:

1. A single individual cannot possess consumate expertise and knowledge to artibrarily determine the direction a growing institution is to develop or unilaterally make the decision to get it there.
2. A single individual cannot be held accountable for assumed or assigned responsibilities if not granted the commensurate authority.

In short, the faculty and staff agreed that if their institution was to succeed, they must decide together where it was going, then utilize all available resources to get it there. To do less would limit individual and institutional growth opportunities and problem-solving capabilities. The professional literature referred to such an approach to management as "humanistic," "cooperative," "shared authority," "democratic decision-making," etc. The college labeled the term participatory management.

An important factor in this philosophy and process is the role and function at the Director/Department level - the amount of authority commensurate with the responsibility. The role of Department Director at Marion Technical College is much more responsible than at most institutions. This is evidenced by the responsibility and authority assigned to budget development and expenditure, hiring and supervision of faculty, evaluation process of faculty, decisions in merit allocations at department level, responsibility for curriculum, and numerous other functions.

Implementing Participatory Management

Accepting participatory management in principle, the faculty and staff next had to put it into practice. They recognized the need to develop a system of management that would:

1. Provide occasion to identify college opportunities, concerns, and problems;
2. Provide opportunity to identify and implement activities to take advantage of the opportunities and remedy the problems for which specific individuals would be held accountable;

3. Provide assurance that the rights and interests of the institution, groups, and individuals would be considered in any decision.

It was agreed that the best way to identify opportunities and concerns would be to ask those most knowledgeable about them, most interested in doing something about them and most effected by the decisions being made to accommodate them -- i.e. board members, faculty, staff, and students, to become directly involved. Accordingly, an Individual, Institutional, Organizational Unit (IIOU) Survey technique was developed. Modeled after the Delphi a Nominal Group Techniques, it permitted all college constituencies an opportunity, not only to identify meaningful suggestions and concerns, but also to prioritize each concern according to its importance to individuals and to the future direction of the organization. While such a technique permitted better utility of its human resources, it likewise provided a forum to compare ideas -- one of the two basic beliefs of the college in undertaking the participative management concept. People are heard. People see many of their suggestions, whether significant or insignificant, become implemented. One of the easiest ways participatory management can be destroyed is for people to not observe any follow-up from surveys they participated in. Such practices lead people to feel their ideas fell on deaf ears. They also generate the feeling that they merely took part in an administrative exercise.

It was now incumbent upon the college to develop a method to incorporate the specific suggestions and concerns obtained into college objectives, stating what needs were to be accomplished and who was accountable for accomplishing them. In other words, a system of managing an institution was needed which focused on planning and controlling for specific results while clearly stating what was accomplished and by whom. Such a system was the "Management by Objectives" (MBO) concept. This concept stressed a continual process whereby top administrators, department heads, and faculty and staff periodically identify institutional goals and objectives, define each group or individual major area of responsibility in terms of expected results, and use these agreed-upon objectives as guides for operating and assessing each department's contribution in support of the mission of the College.

Finally, the objectives and activities are organized into a college plan and submitted to the College Committee for review. The College Committee, empowered to sit in formal session to review institutional policy and operation and to recommend institutional changes, accommodate resolution of problems, and to generate means and direction for institutional development, is composed of representatives of the four constituencies of the college. The responsibilities include reviewing policies recommended for adoption by the college constituencies (Faculty Association, Instructional Council and Administrative Council) and recommending action for increasing effective and efficient functioning of the college in such areas as institutional purposes and goals, institutional planning and budget analysis, institutional organization operational systems, institutional communications and intra-institutional and interinstitutional cooperation. After revision and final approval by the College Committee, the college plan with its objectives and activities is submitted to the President for his review, revision, and approval. It is then submitted to the Board of Trustees for the same process.

The participatory management philosophy is alive and well. Numerous results, both objective and subjective, are in evidence at the college and lend validity to the fact that participatory management can and does work if properly nurtured by top administrators in a collegial environment. Some of the following are examples of the results obtained through participatory management at Marion Technical College:

Objective Results	Subjective Results
-College accreditation by North Central Association,	-Employee stability and very low turnover
-Re-accreditation of various programs,	- No efforts by faculty to become unionized,
	-Greater eagerness by individuals to participate on college committees,
-Steady growth in enrollments	
-Greater community acceptance and support,	-Comments by visitors and accreditation team that people seem to enjoy coming to work,
-Cooperative and positive efforts in response to state mandated 7% budget cut backs,	-Visitors describe an existence of a positive and healthy atmosphere,
-Voluntary participation (95%) in college wide IIOU survey	-Positive feedback expressed by part-time faculty about working at MTC.
	-Enhanced departmental cohesion,
	-Increased faculty pride and identification with the institution.

The experiences observed at MTC through the utilization of humanistic management appear to suggest that many small colleges would be able to harness the enormous power contained within them if they adopted a participative, humanstic management philosophy. The authors of this article highly recommend humanistic management in smaller institutions of higher education as a viable management style for the 1980's. It will result in a wholesome, positive, growth-oriented work environment. Further, it will tend to lessen the need of unionization.

Cash J. Kowalski and J. Richard Bryson
Marion Technical College,
Marion, OH 43302

PLUS ONE

THE INSTRUCTIONAL INNOVATOR [March 1981], a publication of the AECT [Association for Educational Communications and Technology], has graciously consented to allow the OATYC JOURNAL to reprint the enlightening article, "Evaluation Can Isolate Teaching from Learning," by Neal Whitman of the educational development unit, Michael Reese Hospital and Medical Center.

EVALUATIONS CAN ISOLATE TEACHING FROM LEARNING

NEAL WHITMAN

"If the learner didn't learn, then the teacher didn't teach!"

Some educators will agree with that statement, thinking, "If the learner didn't learn, it may or may not be the teacher's fault. In any case, let's not call the teacher's action *teaching* if there was no learning." Proponents of this position see teaching as analogous to giving. *Teaching* implies *learning*, just as *giving* implies *receiving*.

Others see teaching as analogous to offering, which does not imply receiving or not receiving. Proponents of this position postulate, "If the learner didn't learn *and* it was the teacher's fault, then let's not call that teacher's actions teaching. But if it was *not* the teacher's fault, then it's not fair to call that teacher's actions *not teaching*."

Most would agree, however, that teaching and learning comprise a two-way process, and that it is artificial to think of one in isolation from the other. Yet often the evaluation systems that we design separate the learner, the event, and the teacher, rather than looking on them as part of an inter-related learning-teaching process.

Process/Outcome Measures

The culprit is a misapplication of the evaluation model put forth by Michael Scriven in the late 1960s. In *Methodology of Evaluation* American Educational Research Association, 1967), Scriven identified two types of evaluation: formative and summative. **Formative evaluation** is conducted as the process of learning and teaching occurs, and its purpose is to improve. **Summative evaluation** is conducted at the end of the learning-teaching process, and its purpose is to draw conclusions about the effectiveness of the instructional process; in other words, to rate.

The problem comes when we work backward and assume that all evaluation to improve looks at process and all evaluation to rate looks at outcome. The result is a fragmentation of the instructional process by the evaluator system.

Let's look more closely at our three objects of evaluation -- the learner, the event, and the teacher -- and see how process and outcome measures both could be used to improve or to rate. The outcome measures of all three entities are the same: what the learner learns. What differs are the process measures.

When we look at the learner's process, the multitude of factors include study habits, class attendance, preparation for class, participation in class activities, and so on.

When we look at the process of the event, there also are countless factors, including level of objectives, appropriateness of educational methods, quality of media, fairness of grading system, and so on.

Finally, the numerous factors in the teacher's process include preparation for class, implementation of educational methods, use of media, presentation of image and personality, and so on.

Evaluating the Learner

Let's look at what happens when we limit "improvement" evaluation to process measures and "rating" evaluation to outcome measures.

To start with the learner, our priority often is to rate, and the outcome measures obviously make sense: What did the learner learn? how much? at what level? and so on. However, in addition to using outcome measures to evaluate what the learner learns, we could use process measures to rate the learning style and efficiency of learning: How did the learner go about learning? what resources were used? how long did it take?

A rating of learning style and efficiency of learning, based on process measures, is important especially if our goal is to create a "lifelong learner." This rating may reveal how dependent the learner is on the teacher for knowledge and support. It could reveal if the learner can learn effectively through peer group interaction or function in individualized study with occasional meetings with a teacher. The learner who has been rated on learning style and efficiency of learning is in a strong position to plan future educational endeavors.

Conversely, to conduct "improvement" evaluation for the learner, process measures most often are used and they do make sense. However, the problem with limiting our "improvement evaluation" to process measures is that we do not know the validity of the chosen process measures. How do we know that our selected process measures are the critical indicators of learning? What is needed is a feedback loop. Outcome measures, which describe whether the learner actually learned, are needed to help the learner improve.

Outcome measures can be particularly helpful to learner improvement if the learner preestablishes learning goals. Then the outcome measures can be used to identify discrepancies between desired and actual learning. If learners learn less than they preestablished as a learning goal, then that discrepancy becomes the kernel of a problem for the learner to solve. What change in preparation, participation, or class attendance might make a difference? Using outcome measures, in combination with process measures, puts the learner in an experimental mode, nonrandomly trying out sensible changes in learning strategies.

Evaluating Teacher and Event

Thus far, I have argued in favor of both process and outcome measures for learner evaluation, both to rate and to improve. How about event and teacher evaluation?

When the purpose of evaluation of the event or the teacher is to improve, the validity issue is raised again: How do we know that our selected process measures are the critical indicators? We only know through confirmation of actual learning. For an evaluation system to help teachers improve themselves or their events, it makes sense for learners to have preestablished learning goals.

Again, the discrepancy between desired and actual learning can become the kernel of a problem for the teacher to solve. The outcome measures become part of a feedback loop for the teacher to validate process measures and to point toward nonrandom changes in instruction.

With regard to "rating" evaluation of teachers and events, it strikes me that the fairest approach is outcome measures augmented by process measures. The cause for learners not learning may or may not be the teacher. Thus, rating the teacher or event solely on the learning that actually occurs would be naive.

Interrelated Process

Certainly, how learners learn and how teachers teach are complicated processes. In the May/June 1980 issue of the *Journal of Higher Education*, William Schwartz commented, "It is not surprising that professors of many years' experience feel they have never quite got it right, and are amazed when the will to learn and the desire to teach come together in a few moments of excitement, pleasure, and joyful discovery" (p. 235). We can promote those moments by designing evaluation systems that recognize that teaching and learning are not separate entities, but are interrelated and are mediated by the instructional event.

My thanks to my colleague, Joseph Maxwell, for his ideas on the subject and his help in clarifying my thoughts.

Neal Whitman
Educational Development Unit,
Michael Reese Hospital and Medical Center,
530 E. 31st Street
Chicago, IL 60616

FORUM

ISSUE: To What Extent Should a Two-Year College Advertise for Students in an Era of Financial Restraint?

One of the most trying times for higher education today has resulted from severely restricted funding of monies for higher education in Ohio. Should colleges actively seek to expand their enrollment in these circumstances? Responding are Robert C. Barr of Sinclair Community College and Ken Hahn of Terra Technical College.

IN RESPONSE

ROBERT C. BARR

At the risk of generating a Biblical debate, I believe that many tax supported institutions, including some two-year institutions, do not heed the New Testament admonition about "hiding one's light under a bushel." We cannot expect to make our total community aware of the wide range of educational opportunities available to them unless we aggressively tell our own story. Let's face it -- we are in business to serve the taxpayers and their families who support us through their tax dollars.

OK -- so what do we do about advertising when the money gets tighter (although in my experience at Sinclair it has always been tight). First of all we have to take another look at the resources available to us that can tell our story (such as students and graduates) with no additional expenditure of money. These are persons who have been provided the quality education that is positively affecting their life style or advancement in their present career. We should continue to seek public exposure of their success stories in the various media. Second, don't overlook the innovative programs initiated by the faculty in meeting the changing community needs for quality, job-centered education. Each of these faculty members reaches, face to face, hundreds of individuals every year. The faculty members' positive enthusiasm for their subject and their willingness to make a special effort to meet the needs of all students is perhaps our greatest asset. Make special efforts to show appreciation and encouragement to these persons for their good work. This attitude is contageous and will have a positive affect throughout the institution and the community.

Finally, review carefully the groups we are trying to reach through traditional advertising in the various media. Although the outreach of the students, graduates, faculty, staff, and involved community members continues to grow as our colleges grow, there are some community segments which can be reached only through a specific advertising plan. For example there are hundreds of new residents moving to the area. We cannot ignore these persons as well as others who are not aware of the opportunities they have available to them.

No college, indeed no institution which relies on public support, is fulfilling its mission without making a sincere effort to make its services known to all persons who can benefit from those services. Public, by definition, means belonging to the people as a whole -- for the use and benefit of all -- not just for a few. There can be no compromise for both maintaining the quality of instruction and providing information about that instruction -- it just takes a little more effort by all of us to lift that bushel off the light.

Robert C. Barr
Director of Public Information
and Alumni Affairs
Sinclair Community College
Dayton, Ohio 45402

THE TWO-YEAR COLLEGE SHOULD ADVERTISE

KENNETH H. HAHN

In a time of tight budgets, recession, competition for the public dollar, and cutbacks in federal support, the college advertising budget is eyed as a likely cut. Drastic cuts, or even elimination of the advertising budget, could mean disaster to the two-year college.

Advertising is essential to the survival of the two-year college and an adequate budget should allow the college to effectively promote the college, its mission, and its programs. Paid advertising is necessary as an effective part of an institution's image-building and student recruitment efforts. Advertising is required to inform and educate consumers concerning the many alternatives in higher education today. The two-year college is one of today's most viable alternatives to higher education; therefore its story needs to be told.

Some people think that quality sells itself -- in the way that virtue is its own reward and that the meek shall inherit the earth. Not so! The more people who receive word of the two-year college, the more "customers" it will get. You can't sell something unless people know about it.

As tuition costs at all levels of higher education soar, Americans are turning to the less expensive, more accessible learning opportunities available at their area two-year community or technical college.

Due to this single fact alone, it is more important than ever that these two-year institutions bring the College's mission to the community!

News releases, public service announcements, and the like are subject to the whims of editors and programmers who, more or less, place items on a space-or-time available basis. With the nature of most general news releases, this situation is acceptable.

There are several times throughout the academic year, however, when the two-year college should announce specific information according to deadline. Paid advertising in newspapers, radio and television guarantee both timing and visual placement of such notices.

News releases and radio spots undoubtedly have some effect, but a more coordinated, comprehensive effort is required, if the College's publics are going to know what's happening. By paying for both newspaper space and air time, the college is able to aim its message at a specific audience.

Registration dates, application deadlines, the opening of fall classes, new course offerings, etc., often call for the use of paid advertising.

Paid advertising also has one indirect benefit. There is a positive correlation between the amount of advertising a college does and the cooperation it receives from the news media.

The two-year college is a dynamic and relevant institution. Its programs of study are constantly changing to meet current skills and abilities of the real world of work and to keep pace with the rapidly changing human resources requirements generated by the economy.

The two-year college serves a totally different clinetle than other institutions of higher education. Attrition rates are much higher in two-year schools; there are many students, taking only one or two courses and that's all they want; enrollment must remain status quo, not to mention normal and balanced growth. Many programs sell themselves, while others need to be marketed much more, in order to give adequate information to consumers. All of this demands advertising as a means to counteract the foregoing conditions.

Even in today's tight budgeting for higher education, advertising should be a part of the two-year college's budget. When the college advertises, it is in control of a powerful part of its external communications. Advertising costs less than many people think. And yet, its results communicate with an audience impossible for many staff members to reach with a specific message. The image of the institution can be established quickly through intensive and consistent advertising. Advertising allows the institution to target its audience when wanted. Advertising allows the flexibility of correct timing. The dollars spent on advertising can double as dollars spent for ongoing market research.

Advertising is good communication, providing needed consumer information. Business and industry spend staggering amounts of money on advertising. Businesses stay alive and dynamic, because their ads work for them. Our campuses need to stay in business, and the two-year college has something to sell. So why not advertise?

These are my opinions and not necessarily those of Terra Technical College.

Kenneth H. Hahn,
Director of Public
Relations and Development
Terra Technical College
Fremont, OH 43402

REACTION

The JOURNAL encourages letters and articles in reaction to its contents, policies, and activities. The following article is in reaction to E. Gordon Brooks' article, "Capping Enrollments."

IN RESPONSE TO "CAPPING ENROLLMENTS"

LUANNE G. LIBBY

In response to "Capping Enrollments" by E. Gordon Brooks in the Spring 1981, *OATYC Journal*, I suggest the following:

It is absolutely essential to the continued existence of the open door policy that institutions establish and maintain high expectations in awarding credits, certificates or degrees. Even though we must continue to do all we can to help students to be successful and to gain from their experiences, credits cannot be awarded lightly. An increased focus on students' performance and achievement should continue to be inherent and emphasized in all programs.

There must be a point at which it is deemed that the student is not going to succeed at the two-year college, and further public investment is not justified. This is, I believe, an essential element to assure the continuance of the open door policy. Recent implications and studies regarding such approaches indicate the trustees, students, parents, legislators and potential employers will be highly supportive of programs of excellence supported by standards deemed appropriate by members of the community and faculty on a collaborative basis. The evidence seems clear that the students will appreciate a more directive program and are desirous of receiving strong advice and support of high course and programatic standards. Institutions such as Miami Dade Community College (Florida) that have implemented such policies are now seeing heartening results. After significant student suspensions of recent years, the percentage of students now being suspended is declining. There is clear evidence that high standards, earlier awareness and intervention procedures have brought about significant and improved student performance.

Not all degrees have to be earned in two years. Students must proceed through a program based on the competencies achieved and not based on time served. Students should be enrolled in courses only when they have a good chance to succeed. Students with deficiences must be required to take the necessary developmental work before proceeding into courses and programs where the lack of skills could cause failure. There is little evidence that a standard application of educational services will move a student who is four or five years behind in academic skills to the necessary achievement of an associate degree in two years. The students who begin their programs with deficiences should be expected to take longer to complete them. There must exist not only developmental courses but a system which will accommodate appropriate reduction in individual student course load when necessary.

Two-year colleges must reaffirm their commitment to excellence. We must reaffirm our commitment to develop and to hold the students and to implement programs which will insure adherence to that commitment.

It is essential to our community and the state that the open door policy of our technical college be retained but the open door policy will continue only if institutions like ours are willing to systematically redesign their educational program and curriculum even at the serious risk of enrollment decline.

The question is whether we are willing to meet the challenge. We do need to remind ourselves that the ultimate reputation of two-year colleges will be based upon the quality of graduates and not upon the quantity of graduates.

Luanne G. Libby,
Instructor,
Central Ohio Technical College
Newark, OH 43055

You'll notice a new look on the cover of The Journal. Although it may look quite different, it is an abstract of the old logo: the flame of truth illuminating the darkness. We strive for education to be that flame.

It is hoped that the new cover will convey the high expectations and standards of all of us in the OATYC.

Dave Kirwin, President, OATYC

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are fifty solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

Editorial Policy:

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is February 15, 1982.

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In Memoriam

JAMES D. WILSON

The *OATYC JOURNAL* expresses its sorrow upon the death on September 2, 1981, of James D. Wilson, Associate Professor and Chairperson of the General Studies Division at the Agricultural Technical Institute in Wooster, Ohio.

Mr. Wilson was a dedicated and highly respected educator. He was well known and respected among his peers, and he has served the Ohio Association of Two-Year Colleges in a commendable fashion -- an ardent member and a productive solicitor for the *OATYC Journal*. He will be missed.

OATYC CONFERENCE

Friday, November 6, 1981

Theme: Cutbacks - At What Price?

Tentative Conference Schedule

8:30 - 9 a.m. ..... Registration, coffee and doughnuts

9:00 - 9:05 a.m. ..... Welcome, Dr. Julius S. Greenstein, President
Central Ohio Technical College

9:05 - 9:40 a.m. ..... Eugene Branstool, State Representative,
"Funding of Two-Year Colleges in the '80's"

9:50 - 10:35 a.m. ..... Workshops

10:45 - 11:30 a.m. ..... Workshops

11:40 - 12:25 ..... Judith Jeffrey Howard, National Project Director,
American Association of Community and Junior Colleges,
National Endowment for the Humanities
to improve humanities and career/vocational/technical
programs -- speaker

12:35 p.m. - 1:45 p.m. ..... Lunch/business meeting

1:55 - 2:50 p.m. ..... FORUM: When the "Tech" Monies Are Low,
Are the Humanities the First to Go?
Dr. Lloyd Monnin, Dan Lavista,
Dr. Richard Libby, Norval Walker

3:00 - 3:45 p.m. ..... Workshops

3:45 p.m. ..... Wrap up and campus tour

PRESENTERS

Duane Bachman	"Communications - Little Things Mean a Lot - PR Exchange"
Carolyn Craft	"Promoting Humanities in your Technical College"
Stanli Becker Dr. Rae Rohfeld	"Serving Youth through Partnerships with Schools and Community Agencies"
Susan McGough	"Part-Time Faculty: Use and Abuse"
Tim Nolan	O.A.S.P.O.D.
Tim Taylor	"Introduction to Engineering"
Dr. Paul Treece	"Conflict Management"
Bob Pond	"Role Playing"
Randy Ingold	"Your State Teachers' Retirement System"

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Purposes:

1. To provide an organization in which all groups related to two-year colleges (administrators, faculty and support staff) can discuss mutual problems and act to resolve them.
2. To foster cooperation and communication between member institutions.
3. To provide a representative voice giving the viewpoint of two-year colleges to the Ohio Board of Regents and the State Legislature.
4. To identify and improve the status, prestige and welfare of all two-year colleges in Ohio.
5. To cooperate with other Ohio agencies, organizations, colleges and universities in research and activities that promote the effectiveness of higher education in Ohio.
6. To promote articulation among the institutions of education in Ohio.
7. To take such action as will increase the contribution of the two-year colleges to the total education processes in the State of Ohio.

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Central Ohio Technical College, Newark, Ohio

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VOL. VII NO. 2 SPRING 1982

THIS ISSUE

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The Role of Division Chairman in Technical Education

Responding to the Challenges of General Education in the Two-Year College

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The DACUM Process

PLUS ONE

Improving Faculty Evaluation Systems

REACTION

A Response to "Evaluation Can Isolate Teaching from Learning"

JOURNAL

OF THE
Ohio Association of Two-Year Colleges

VOL VII NO. 2 SPRING 1982

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMMENT

DON'T EAT THE SEED!

Paul Treece, OATYC President Elect

In 1847, during the depths of the Irish potato famine, the starving farmers were reduced to eating their seed potatoes. Fishermen had to sell their boats and nets to pay for food imported from England. In both cases, starvation was merely postponed because the Irish lost their capacity to produce a subsistence.

Will the United States make a similar mistake by reducing its capital investment in American society through public eduction? Unlike public assistance programs, which often treat only the symptoms of a serious socioeconomic illness, public expenditures for education should be viewed as a capital investment. A monetary and non-monetary return on this investment may be expected. An educated, technically competent citizenry is as vital to a sound American economy as modern efficient plants, a web of freeways, a stable banking system, or a futuristic managerial system. As a matter of fact, it is more important because without competent technicians and professionals, these other ingredients of a vibrant, viable American economy are impossible to obtain, Furthermore, without a well-educated citizenry, American democracy is in serious trouble.

Paul Treece

Yet, at the very moment when Ohio's leaders talk about the need for the expansion of high technology in the state, they are forcing Ohio's public primary, secondary, and postsecondary schools to bear the brunt of a gigantic withdrawal of support. No succor can be hoped for from the federal government where dozens of programs supporting education have been slashed, many more cuts are on the way, and the new Department of Education is in jeopardy of being disassembled. Our leaders are rashly "eating the seed" that will make it impossible to look forward to a prosperous twenty-first century with confidence.

Ill omens seem to flourish in these troubled times. The Vice Chancellor for Two-Year Colleges for the Ohio Board of Regents, who spoke at our Fall Conference, has retired. Will there be strong leadership in that office in the future or will the position be abolished? Is the position of the two-year campuses in the state's system of colleges and universities deteriorating? Who will speak for the associate degree institutions?

The only effective voice for the two-year campuses is an organization of college presidents—the Ohio Technical and Community College Association (OTCCA)—and its Columbus lobbyist, Hal Roach. A strong Ohio Association of Two-Year Colleges, (OATYC) with a large membership among the faculties and staff of Ohio's four dozen two-year campuses, would be an invaluable ally for the OTCCA in this time of crisis.

Some good can come from bad situations. Perhaps this crisis will lead to a significant strenthening of OATYC so that it will have the numbers and vitality to assist in the fight for better treatment of two-year campuses by our state and federal officials.

OATYC cannot claim to speak for two-year campuses at this time. This can only come about by individual educators joining and participating in our organization. If *you* have not yet joined, it is time to stand up and be counted! Please complete the enclosed membership application and forward it, along with your check, to the OATYC, c/o Dr. Rae Rohfeld, OATYC Treasurer, Cuyahoga Community College, Metro, 2900 Community College Avenue, Cleveland, Ohio 44115.

Approximately half of those completing my "Future Directions" questionnaire at our Fall Conference indicated that they would like to meet twice a year. In response to this sentiment, both a Fall Conference-1982 and a Spring Conference-1983 are being planned. Next autumn's conference will be an Educator's Idea Workshop. The sharing of innovative teaching techniques will be the main activity. Some presentors, however, will focus on the contemporary issues in education as well as possible courses of action. Textbook publishers and producers of educational materials and equipment will be invited to display their products. Other educational organizations will be invited to share our conference site in a manner similar to the presence of Ohio Association of Staff, Program, and Organizational Development at our last conference.

Please support your professional state association by being a participating member of the Ohio Association of Two-Year Colleges.

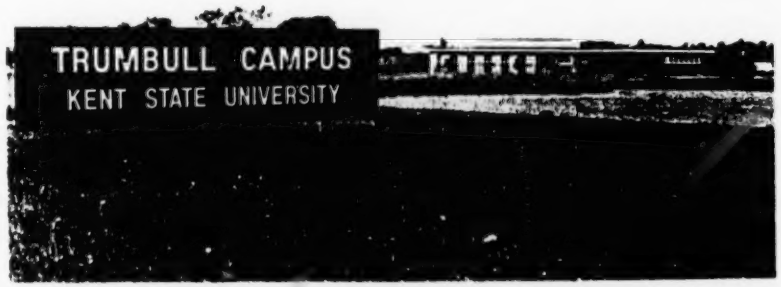
Paul Treece
President Elect, OATYC
Assistant to the President and
Institutional Studies Officer
Central Ohio Technical College
Newark, Ohio 43055

TEXT

The Trumbull Campus of Kent State University

Joanne L. Matika

The Journal features an Ohio two-year college campus in each of its editions. This time the Journal highlights the Trumbull Campus of Kent State University. Trumbull campus has become a leader not only in quality education but in cultural enrichment and community service under its current administration.



The Campus

Set in the historical capital of the Western Reserve is the Trumbull Campus of Kent State University, one of the University's eight campuses. Located on a 190-acre site in Champion Township, just north of Warren, Trumbull Campus is the second largest of Kent's regional campuses. Kent State University established the regional campus system in 1954 to expand the educational opportunities to northeastern Ohio communities.

Trumbull Campus enjoys the best of two worlds. It has the status of, and reflects the programs of, a multi-purpose university. Yet it is also somewhat autonomous as it strives to serve its constituency in Trumbull County. The Campus was founded in 1954 to provide courses for teachers and became an Academic Center in 1963. Branch status was granted by the legislature in 1967, and in 1970 the institution moved to its current location at 4314 Mahoning Avenue, NW, Warren. Today, the Campus occupies three major instructional buildings, including a gymnasium. A recreational area includes softball and baseball diamonds and tennis courts which are used for educational purposes as well as by the community for league and tournament play.

Programs of Study

Trumball Campus, which has an enrollment of about 1,600 students, offers ten associate degree programs and freshman and sophomore baccalaureate courses in more than 180 fields of study. Upper division and graduate level courses are offered on the basis of community need and interest. The associate degree programs are as follows: Accounting Technology, Business Management, Computer Technology, General Studies, (and General Studies with a Pan-African Emphasis), Law Enforcement, Automotive Engineering Technology, Electrical/Electronic Engineering Technology, Industrial Engineering Technology, Mechanical Engineering Technology, and Office Management and Related Technologies.

The nationwide increase in students opting for the two-year technical degrees is evident at Trumbull Campus. Associate degree programs have enjoyed a steady growth since 1972. In that year 292 students were enrolled in the Associate degree programs, increasing to 560 in 1980 and 617 in the Fall of 1981. In one year the enrollment in the Computer Technology program increased nearly 200 percent. More than 900 Associate Degrees have been conferred since 1972.

The Continuing Education Department offers a "life-long learning" program of more than 150 different non-credit courses a year. Enrollment in these courses averages about 3,000 per year.

Services

Trumbull Campus has become a leader not only in quality education but in cultural enrichment and community service under its current administration. A supportive advisory board, a community/education summer theatre, an Office of Special Programs, a diversity of events, and student involvement and leadership have contributed to this growth.

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Prime movers in obtaining land for the campus were the Advisory Board who also raised over $400,000 for building construction. Board members serve as community liaison and for eight years have recognized outstanding members of the Trumbull Campus community.

In 1980 Trumbull Campus took over a two-year old summer Stock Theatre company of community residents of all ages. Offering college credits and seminars, the program maintains a professional and artistic staff supported by the contributions of local individuals and businesses. More than five thousand persons attended 1981 performances of *Pinocchio*, *Inherit the Wind*, and *Grease*.

To enhance Community programs, an Office of Special Programs was set up in 1981. In conjunction with two local libraries, the office sponsored a lecture series. Outreach classes were developed in the community as well as CETA training classes on campus. Interdepartmental cooperation resulted in the Campus being designated a General Motors Corporation Training Center.

Campus events are diverse. Forums and debates held at election time, Afro-American History month in February, an American Heritage Festival in Spring are only a few of the attractions that bring as many as 10,000 visitors to campus. In addition, the Speakers Bureau, with over fifty presentations available at no charge, brings the campus to the public.

The Campus serves as a central point for the youth of Trumbull County who attend basketball and soccer clinics in summer and gymnastics year round, Middle school advanced learners participated in a summer "Action Series," a two-week program in math, chemistry, and English.

Students at Trumbull Campus participate in a variety of student organizations promoting service, learning, and recreation. A student Senate plays an active leadership role on campus. There is also a growing intercollegiate athletic program with basketball, golf, and tennis teams.

This Campus, which began as an idea of a few community leaders and was strengthened by the backing of a major state university, has become an integral part in the growth of Trumbull County. Trumbull Campus meets the challenge of the ever-growing demand for the two-year technical degrees. At the same time, it provides a wide scope of programs and services, meeting the needs of student life and the community's diverse interests.

Joanne L. Matika
Coordinator, Public
Information Services
Kent State University
Trumbull Campus
Warren, OH 44483

The next two articles, the first by Robert Pond and the second by William Miller, were two presentations delivered at the OATYC Fall Conference.

THE ROLE OF THE DIVISION CHAIRMAN IN TECHNICAL EDUCATION

Robert J. Pond

We are all actors on a stage or so Shakespeare, the great playwright, said. If this be true and we carry the analogy onto the stage of technical education, the instructors are the actors in the classroom. The chairman in this analogy directs the play. As the director, the chairman is generally behind the scenes. It is the actors (instructors) who make the play and know how it should be done—the music for it, the scenery, etc. Let the actors build the play piece by piece, the chairman should only orchestrate the action. To orchestrate or direct the action and remain behind the scenes is a very real challenge to the chairman

An important element required to effectively orchestrate the action is being a good leader. Being a good leader requires acquisition and utilization of basic management principles. The "effective chairman" has read such authors as Drucker, Herzberg, McGregor, and Parkinson. The "effective chairman" is constantly re-evaluating operational alternatives in light of sound management principles designed by these authors and others and is challenged to implement such models in his or her environment.

McGregor's important work addressed and shattered the myths that most managers—even today—would like to believe:
1. That most employees dislike work and will avoid it;
2. That most of us must be coerced into achieving organizational objectives:
3. That the average person wants to be rigorously directed.
This is referred to as the "X" Theory of Management.

I suggest that the most effective chairman considers and implements a "Y" Theory of Management developed by McGregor. This theory states that "Man's work is as natural as play or rest" and "that he will exercise self-direction and self-control to meet objectives to which he is committed." This theory is summarized and described today under the euphemism—"Participative Management". A euphemism is a mild or agreeable expression substituted for a realistic description of something disagreeable. The chairman who merely "orchestrates the action" will strive to de-euphemize the expression—"Participative Management."

Through sound participative management principles, the chairman will still be able to innovate. Creative ideas flowing from the chairman can be molded by the faculty and staff, merged with their creative ideas, and formed into workable plans for the educational stage.

However, there are times when the chairman must assume authority. One of Parkinson's laws can be stated as: "There need be little or no relationship between the work to be done and the size of the staff that need be assigned." Faculty will demand less contact hours of instruction, fewer committee assignments, and perhaps less documentation of curriculum materials such as course syllabi and performance objectives. This demand for less work is not because faculty members are "lazy," but because they simply wish to do the best job they can "on the stage of their careers"—the classroom. However, the chairman knows budget limitations and must, at times, direct faculty to increase their workloads in those areas which faculty might perceive as "non-essential areas." The chairman who does not assume authority at critical times will be ineffective, or simply "wishy-washy."

A "good leader" resolves the dilemma of being laissez-faire vs. autocratic by setting limits for faculty that are wide enough to allow individual freedom and accomplishment but firm enough to insure that the goals of the entire organization will be met.

The "good chairman" will also be committed to the professional development of others. This commitment may translate into encouraging faculty to join and be active in professional organizations. It may also involve grooming others to "fill the chairman's shoes." Each individual chairman is transitory. Others must some day be able to assume the chairman's role. The concerned chairman, therefore, will continually delegate responsibilities—*but only with appropriate authority and time*. Former President Franklin D. Roosevelt was said to be a good leader because he could select able people and was willing to delegate authority and responsibility.

The leadership function outlined above requires that the chairman can communicate well, design and implement sound organizational models, and be sensitive to the needs of others. These are qualities that all good managers possess.

All good managers must also be concerned with their product. This concern may be stated in two often contradictory goals—quality and quantity.

The Division Chairman in technical education is also concerned with quality and quantity: the quality of each student's education and the quantity of graduates that are available to enter or reenter the work force. Both goals, quantity and quality, are reached by the same path—a sound *understanding and application of the same educational techniques that have been with us for decades*. As the first-line administrator of the college, the chairman must understand and implement sound educational techniques.

First, the chairman must address the issue of quality. Emphasizing quality is usually *not* a problem for an educator. Chairmen in education will all agree that quality is of paramount importance; they may disagree on how it is to be assured.

To provide quality and remain behind the scenes, the chairman must know the content of each course offering. A high level of documentation of course content (syllabi) is more critical to a two-year technical college than to a four-year liberal arts college; this is not only due to the difference in the length of the programs, but to the difference in educational philosophy as well.

Quality, then, may best be assured if technical faculty declare their intentions in the classroom by providing well-written performance objectives. An adequate number of objectives is always a debatable issue, but faculty feel more comfortable if some baseline or limit is established. In most technical courses the chairman should feel comfortable with, and expect faculty to

compose, a minimum of fifteen *well-written* performance objectives. Each faculty member should be required to provide the students with stated performance objectives within the first week of the quarter. A copy of the performance objectives for each course can then be forwarded to the division office.

The next step in the quality process is to prepare a comprehensive final examination. Each final exam item should be keyed to a specific performance objective. It is recommended that the faculty member implement, on his own initiative, an item analysis (of student performance on final exams) to show that stated objectives have been retained by the students.

The performance objectives and, in some cases, the final exams should be verified by the chairman with the appropriate program advisory committee (i.e. the objectives and examination for Business Law would be verified by the Advisory Committee to Business Management Technologies). Verification of objectives means that the Advisory Committee has examined the performance objectives and found them to be relevant to the technical discipline. Of course, all of those objectives found to be irrelevant or outmoded should be eliminated.

A note regarding the over-use of part-time faculty should be inserted at this point. Many technical colleges are using part-time faculty to instruct more than fifty percent of the institution's contact hours. This extensive use of part-time faculty necessitates the documentation of curriculum and examinations by full-time faculty in order to provide part-time facuity with suitable guidelines that will assure continuity. The issue of the over-use or misuse of part-time faculty is too involved to address in this paper.

A documented curriculum will assure the director of the play that the actors are using the proper lines. But all good directors, once they have worked arduously to produce a good play, want it to affect a large audience.

Quantity is the second concern for the educational product. How does the well-documented curriculum provide a large number of technical graduates?

The well-documented curriculum assures the chairman that instructors will select appropriate course content. Content for technical students must be at the right level of difficulty for students who desire and respond to a combination of theory and practice; this content cannot be too theoretical and lacking in applications. If content is maintained at the appropriate level, more students will be successful; then, more will graduate and serve our business/industrial complex.

The well-documented curriculum becomes more relevant when the chairman considers how most of the technical instructors have been educated. Most of them have been educated in four-year colleges, where curriculum philosophy may differ markedly from that of a two-year technical college. Therefore, these instructors may attempt to reproduce "little engineers" or four-year professional nurses, etc. If technical students wanted four-year college programs and the businesses and industries of our nation needed only the graduates of four-year programs, there would be no need for technical colleges, so we should get out of a useless business!

However, the business and industrial communities of the nation do need technicians. One study, which the Air Force conducted recently, concerned the need for technicians in the decade of the 80's. The study showed that many technicians—especially those who received their education and training during the years of the Second World War—are leaving industry via retirement, death, or other modes of attrition. These key personnel need to be replaced in order for American industry to compete with foreign manufacturers.

We know that the modern world requires the paraprofessional—in quantity—and that many students prefer two-year practical programs that will not smack of the unpragmatic theory they feel incompatable and uncomfortable with. We need paraprofessionals and we need to educate many of them quickly. By really "directing the play" the chairman must insist on a well-documented curriculum; then, curriculum content can be maintained at an appropriate level for students at the institution.

Robert J. Pond, Chairman
Engineering & Public Service Technologies
Central Ohio Technical College
Newark, Ohio 43055

RESPONDING TO THE CHALLENGES OF GENERAL EDUCATION IN THE TWO-YEAR COLLEGE

William W. Miller

Budgetary cutbacks recently ordered by the Governor pose serious challenges to the maintenance of quality within Ohio's higher education system. While the challenges are serious and demand immediate attention, it would be myopic to allow financial challenges to consume all our attention. There are broader issues which we should be addressing, particularly within general education, and general studies faculty have reason to be concerned about issues more within their control than state financing.

There are four sources of concern which should command the immediate attention of those involved in general education. The first of these is demographic. It can certainly come as no surprise to hear one more declaration that the baby boom is over. The age cohort from which higher education has traditionally drawn the bulk of its students has in fact been shrinking for several years. By the late 1980's, the number of graduates from Ohio's high schools will have declined by 35 percent. In some Ohio counties, this decline will be compounded by higher than anticipated out-migration and will reach a 50 percent decline from 1979 levels. Enrollment in higher education almost certainly will decline as a result. Some institutions will incur greater enrollment decline than others, and enrollments in some programs will decrease more sharply than in others; but there will be fewer students to teach five years hence. The general studies may well suffer disproportionately.

The Board of Regents has taken action to protect the core of the general studies from the decimation which would certainly result from leaving funding entirely on an enrollment driven formula. The new formula contains provisions which take into account the necessary funding of the first section of those courses considered essential to the mission of the institution regardless of actual enrollments in those courses. In this manner, the Board of Regents

has attempted to protect the humanities against direct injury due to enrollment fluctuations, but the protection is neither complete nor entirely comforting. Not every general studies course can be regarded as essential to the two-year college mission. Some curricular contraction will have to be contemplated.

A second source of concern for general educators must be current patterns of student choice. Nine years ago, nearly 40 percent of all students enrolled in two-year colleges in Ohio were declared general studies majors. By last Fall Quarter, this percentage share had fallen to 34 percent. While there has been no mass desertion, students are showing less inclination to enroll in those disciplines comprising the general studies. General educators must give some careful thought as to why this is the case without the all-too-easy scapegoating which can attend such discussions. Even more thought must be given to what can be done to reverse this trend.

A third source of concern has to be patterns of programming resulting from these patterns of student choice. Over one-third of our students enroll in two-year colleges with no intention to complete the associate degree, enrolling only in those courses they perceive they need for employment purposes. There is nothing particularly wrong with this; indeed, the institution is providing real service to such students, but, unfortunately, such students have no encounter whatever with issues which are broader than those encompassed by the requirements for job performance. To the extent that institutions develop and market whole programs of less than associate degree length, and concentrate all a student's experience in technical coursework, and then award a certificate bearing the name of the college, the institution is doing nothing to encourage the broadening of a student's mind to issues beyond the workplace.

The fourth source of concern, however, is the one which is most directly within the control of general studies faculty and it is the one which should command the greatest amount of attention. It has to do with the very concept of what comprises general education and it has to do with how well it is being delivered.

Commonly found in the statement of objectives promulgated by two-year colleges is an intention to provide general education. This seemingly forthright objective would appear to any non-academic to be simple enough. It is most evidently not that simple. Often viewed as a pain in the curriculum by students and faculty alike, I submit that general education has been misunderstood conceptually, and the objective has been poorly met as a result.

Unfortunately for the concept, non-defining general education, i.e., stating what it is not, has been simpler than defining it. Defining by contrast, however, is not helpful. To say that general education is that which is not specialized is less than revealing. An affirmative definition of general education I have found useful defines general education as a set of learning experiences which communicate to the learner the common understandings essential to successful living in modern society, as a member of that society, and as a whole, integrated individual.

Much of the same, of course, is said to define liberal education as well. Indeed, the aims of both liberal and general education appear identical. But there are several useful distinctions between general education and liberal arts education which are especially crucial to our understanding of general

education in two-year colleges. A liberal arts education is subject matter centered; the decided emphasis of general education is learner centered. Liberal arts content is fixed and geared toward imparting our cultural heritage; general education's content must vary, being adjusted for the learner in time contexts, and is most properly geared toward the development of the individual. The liberal arts are pursued for their own sakes, while general education is pragmatic and applied in orientation. Finally, the liberal arts lead the learner to depth and concentration in a field, while general education provides a broad and selective overview.

The ideal of a liberal arts education is the Renaissance Man of legend, and some myth. General education's ideal is not the person learned in the whole of the knowledge of mankind, an antiquated notion in any event, but the person who knows enough to survive in society and maximize the realization of his or her potentials. Frequently, critics accuse general education of superficiality as a result of this learner orientation. It is not necessary, however, to teach everything known in order to teach thoroughly. Superficiality is a relative term, and in education it is relative to the depth present at any given time. Education of the Renaissance Man variety is an utter impossibility in an age attempting to cope with "future shock," and this impossibility is manifest in the accelerating trends toward specialization and subspecializations which are making our universities more and more complex.

The landmark Harvard Report on *General Education* describes the traits of mind which general education should cultivate. One such trait is the ability to communicate thought, to express oneself so as to be understood by others, and to be able to recognize propaganda whenever one encounters it. Another is the ability to think effectively, and logically draw conclusions from premises, extracting universal truths from particular cases, and infer particulars from general laws. Another trait, the making of relevant judgments, should follow and students should be able to apply ideas and abstractions to their own experience. Finally, the Harvard Report suggested that a general education should aim to help the student descriminate among values of character, of intellect, of the aesthetics. Nor are these traits of mind to be developed merely to add new recruits to the ivory tower. They are as instrumental as the curriculum objectives of an associate degree program in automotive technology. They are geared to be relevant to both the individual and the society. Facts pale in the memories of those who have little occasion to recall them; general education attempts to cultivate self-motivated, self-directed, autonomous persons.

Obviously, these goals are immensely complex from an instructional point of view. Implementing these objectives had usually involved all the major classifications of the intellectual taxonomy—humanities and communication, natural science and mathematics, and the social sciences. We obviously have the content with which to deliver upon the objectives, and we should know enough about teaching to do so, but conceptually organizing our general education curricula in such a way as to address specifically all of the objectives has been problematic.

The most common approach has been one of setting distributional requirements in the various divisions of humanities, natural science, and social science. It is the most common mode only because it is the easiest way, not because it most effectively addresses the objectives. It characterizes nearly all that happens in the name of general education in this state—both at the

two-year and the four-year levels. At best, distributional requirements are an accommodation between the objectives of general education and the implications of fierce departmentalism; at worst it is, to use the vernacular, a cop-out. The introductory courses foisted upon students as a result of this compromise in the name of general education are rarely more than preparatory courses for the more advanced courses in that department. As a result, they tend more toward specialization than toward general education, and are almost by definition content centered rather than learner centered. They offer fragments of knowledge from different points of view rather than a coherent view of man and his world.

Little puzzlement should arise, therefore, that words such as "dismal" are used to describe the state of general education in community colleges. One scholar sums up the situation by glumly noting that the practice is widely disparate—rarely does any college's curriculum provide effective and coherent general education which is specific to the objectives, but none will deny that they accent the validity of the goals. One need not search the literature long to find a list of eligible causes of death of the general education idea.

The first of these is the sheer complexity of the undertaking. The leadership, money, time, and committed faculty have simply been unavailable for the planning of a coherent program. Furthermore, there are lingering doubts that the intangible goals of general education are possible to teach. Another doubt is that our society has become so pluralistic and embraces such diverse value systems that there can no longer be anything close to "common understandings" or even "a" culture. A fourth set of reasons for this sorry state of affairs stems from the knowledge explosion alluded to earlier. Every particle resulting from the explosion seems to have justified a new department, a more arcane specialization, new turf to be defended, and a new professionalized faculty committed to the advancement of its chunk of truth. The humanities, which many view as the crux of general education, have suffered most from the surge in specialization in the natural and social sciences. Finally, students are added to the list of villains conspiring against general education, both by their increased numbers and their vocal opposition to any requirements which appear to them to lack "relevance" to their vocational choices. Furthermore, community college students enroll for a maximum of two years, and by necessity, general education can consume only one-fourth of the technical student's entire program; one-half for associate of arts students is viewed as a maximum.

Other problems rear their equally ugly heads, university unwillingness to accept innovative general education courses for transfer credit being one of the ugliest. But the problem is a real one which offers few alternatives. We either accept the objective of offering truly general education and set ourselves with purpose to effecting it, or we reject the objective and devote ourselves (and our students) to the preservation and advancement of specialization. My own values suggest to me the necessity of taking the first choice. Admittedly, some of the specific goals and purposes outlined by the Harvard Report beg for more specificity, and badly needed updating, but the ends of general education are too important to neglect entirely or leave to chance with the hope that our students will gain the objectives of general education by osmosis. A broad education, with minimal content mastery objectives, and with the aim of developing full human beings of competence and sensitivity, is too important to leave to chance. We can do both general and technical education in the two-year college if there is a commitment of will to both ends. A sound and creative curriculum in general education, which is specifically geared toward the objectives of general education, will allay many of the problems discussed above.

The Ohio Board of Regents will soon devote increased attention to the general studies component of the curriculum. The most recent draft of the *1982 Master Plan for Higher Education* notes:

> In most baccalaureate and associate degree programs, the requirements for major concentrations . . . appear to be clearly set out and to be coherent as to the specialty being developed. Course requirements for general education outside the major, however, appear not to reflect clear objectives of purpose. These requirements leave to the student so broad an elective choice among large numbers of very specialized courses as to raise questions of coherence within the resulting experience of any particular student.
>
> The *Master Plan*, therefore, proposes that studies be undertaken at both the institutional and state levels to clarify the purposes and expectations of general education and to examine the extent to which current requirements actually achieve those purposes. Clarification of those purposes is thought to be essential preparation for an era of new attention to quality assurance and the pursuit and encouragement of excellence. A closer examination of general education may result in tighter curricular structures coherently organized around its central purposes, and to the extent this actually occurs, the cost savings could be important to individual institutions. As the *Master Plan* notes, "the opportunity may well be at hand to improve the quality of general education while reducing its cost."

The objectives of general education are worthy of our fullest commitment and labor. It is fairly obvious that crossing our fingers in hope that these objectives will mystically be attained by our students is not sufficient effort. If general education is a worthy goal, it is worthy of our best purposive effort. We can do better.

William W. Miller
Administrator, Two-Year
Campus Programs
Ohio Board of Regents
Columbus, Ohio 43215

FORUM

Issue: When the "Tech" Monies Are Low, Are the Humanities the First to Go?

At the OATYC Fall Conference, November 6, 1981, the last meeting on the agenda was a forum concerning the importance of the humanities to technical education in the two-year college. Representing the technologies were Richard Libby, President of Muskingum Area Technical College, and Norval Walker, engineering instructor at Central Ohio Technical College; representing the humanities were Lloyd Monnin, Chairman of General Studies, Clark Technical College, and Dan LaVista, Chairman of the Language and Humanities Division, Lorain County Community College. The following is a digest of their positions.

MISSION FIRST

Richard Libby

By conventional definition, the humanities include literature, theater, art, music and philosophy. The humanities are disciplines of learning having primarily a cultural or human character. Their curricular role is to present man's cultural heritage, to cultivate a sense of aesthetics and an appreciation for that heritage.

A brief review of the catalogues of the 17 technical colleges in Ohio indicates that fewer than a half dozen offer courses which could be classified, at least by conventional definition, as humanities. One of those colleges (Terra) offered only a single course. These findings would lead one to conclude that the humanities do not account for a significant portion of the minimum 21 credits of general studies courses from which a student may select. Technical colleges have concentrated the entire general studies component on communication skills, sociology, psychology and economics, to directly support the kind of curriculum that technical colleges deliver. Whether or not the humanities will be first to go does not seem to be the issue at technical colleges. To the contrary, there is little evidence of their existence except at a few more urban institutions and there have been few compelling presentations by technical college faculty to integrate humanities courses into technical associate degree programs.

The mission of technical education is to provide graduates with the knowledges and skills necessary to gain paraprofessional employment in a technical field. Technical education and the humanities could be characterized as at opposite ends of a continuum of knowledge application. One would be compelled to ask: "How might the humanities contribute to technical education?" None of us would deny the value of the humanities. If the humanities are to complement the mission of technical education, they perhaps can best do so not as humanities courses for the sake of the humanities, but rather as humanities in a complementory role, with a technical focus. It would be difficult to convince most technical faculty to place a traditional ethics course in a technical curriculum. However, a course in medical ethics or business ethics could be of greater need and could be very salable. This approach to an integration of the humanities could be more promising. However, the constraints of the two-year degree forces educators to make choices in the development of curricula and in defining our mission. Frankly, throughout my years in technical education, I have found the need for basic communications, math and social sciences to be more compelling in their potential for enhancing our specialized mission.

The extent to which humanities courses may be integrated into the curriculum is reasonably well stated in the two-year college operating manual of the Board of Regents. As most representing technical colleges would recognize, we are restricted to a maximum of 110 credits within any associate degree. The minimum number of credits for an associate degree is 90. Within the 90 to 110 credits, there is a requirement for 45 technical credits, 21 basic credits in support of those that are technical, and 21 general studies credits. In recognition that the 45-21-21 and maximum 110 credit concepts are not likely to change, and considering the philosophy and career goals of most technical education students, I would not offer much encouragement for proposals which would alter or refocus the fundamental and complementary nature of the current general studies unless you are ready to try to change the philosophical, legislative and political definition of the technical college mission. The local technical college faculties, academic leaders, and even presidents and members of boards of trustees and the staff of the Ohio Board of Regents might react favorably to proposals which would present an overview of the cultural heritage of man without seeming to expand the mission of the technical college. Those fortunate enough to share a campus with a major university find that they do not have to duplicate, overlap or conflict in order to offer more liberal choices to our students. However, during times of austerity, the independent and isolated technical colleges are going to have to continue to address tough philosophical, economic and human resource questions if they intend to continue to offer or, indeed, intend to expand their mission to include the humanities. I have doubts that we will change the mission and goals of technical education to meet the personal goals of "so-called" humanists. If the humanities are to play or continue to play a role in technical education, then the role must be complementary if it is going to be accepted, philosophically and economically, in technical education.

Richard Libby
President
Muskingum Technical College
Zanesville, Ohio 43701

INDIVIDUAL FIRST

Lloyd Monnin

The humanities should be the last to go, if man is to remain man. It was only with the advent of democratic approaches to government that education came to be viewed as a responsibility of the state or a necessity for effective government. In America, which is committed to democracy, our educational philosophy must rest upon our political philosophy. A democratic system of government implies a concern for the education of every American. In a democracy, the welfare of all depends heavily upon the wisdom of everyone; the people themselves have the ultimate power of electing or recalling all officials. But this very power of the people presents democracy with its most

crucial and threatening problem, for what defense is there against a narrow-minded or gullible citizenry? In an open society where all ideas, even those which would destroy the system, receive a hearing, the ultimate question is, how can the members of democracy be provided with the necessary understanding and appreciation to maximally use the democratic process while still guaranteeing its continued existence? This education which is so necessary to the continued and guaranteed continuance of the democratic process is the education of the total citizenry. I would refer you to no less an authority than Thomas Jefferson, "If a nation expects to be ignorant and free...it expects what never was and never will be." Jefferson, like the Greeks, held that citizenship is man's *chief* vocation. Given a reduction in funds of sufficient severity, wherein publicly supported education would necessarily be reduced to barest essentials, society should still continue to provide and *prescribe* education for citizenship. On the other hand, education which makes one a more effective producer of income should be left to the individual's personal financing.

If we are willing to face the facts, another kind of argument can be drawn in support of the same conclusion. What are the common and universally required elements of educational programs? Beyond the basic skills of reading, writing, and 'rithmetic (the common entitlement of all born into the American community), everyone is assumed to have the right to—and the obligation of—exposure to our traditions, values, and institutions—the humanities. The concern of the Humanities is "man's concern with man."

Our nation, our state, and our society at large long ago made the decision regarding the essential components of education. By assumption, the humanities and social sciences should not be the first to go, but the last.

Lloyd Monnin
Chairman of
General Studies
Clark Technical College
Springfield, Ohio 45505

QUALITY OF TECHNICAL TRAINING FIRST

Norval Walker

When operating funds are reduced, whatever the reason, and we are faced with paring the budget, some very difficult decisions must be made. If cut-backs in personnel and curriculum are to be implemented, how can we make these cut-backs in a way that will have little or no effect on the institutions responsibilities?

First we need to examine the institutions priorities. Wholesale reductions in one area or dicipline is impossible without reducing the overall effectiveness of the educational process. Our primary responsibility is to meet the changing and evolving needs of the community by offering programs that prepare students for employment consistent with those needs. Helping students develop the skills attractive in the local job market is a very complex process. One part of that process is the technical aspect of their training; the other part is the development of the rest of the whole person. The Humanities as defined by the American Association of Community and Junior Colleges and the National Endowment for the Humanities are disciplines including literature, history, philosophy and languages, and a method of inquiry. It is foolish to think that effective learning can take place without logical thinking.

The question, then, is can we make cut-backs in personnel and curriculum without adversely affecting any part of the learning process? Small cut-backs could be in the form of reduced costs. One method of reducing the cost of providing needed programs is to integrate the humanities with the technology curricula. Experiments in combining curricula, and workshops on methods and procedures for implementing this process are underway across the country. Instructors in technical courses are not for the most part qualified to incorporate material or to evaluate students in the humanities but cooperative efforts, like team-teaching, could provide an opportunity for savings.

If deeper cuts must be made, we may have to reevaluate our goals and responsibilities. If we restate our purpose in terms of providing industry with people who have the technical skills to perform a specific task or group of tasks, then we can maintain the quality of our students. The student must understand that his education does not stop when he enters the work force. As he gains experience, he will be able to identify weaknesses and make a commitment to upgrade his skills. If a technician expects to be considered for advancement, he must meet the requirements that the employer has set—which usually includes improvement in social, cultural, political, and lingual related aspects of the job. We provide Continuing Education specifically designed to meet the needs of those wishing to improve their technical skills. Because we must continue to provide skilled technicians to local industries, if deep cuts are to be made, we cannot afford to reduce the quality of the technical training. Our responsibility to the "rest of the whole person" may have to wait or be postponed until a need for that part of the education process is expressed by the individual.

When the "Tech" monies are low, the humanities must be the first to go!

Norval Walker
Instructor, Engineering
Central Ohio Technical College
Newark, Ohio 43055

PERSPECTIVE AND BALANCE FIRST

Daniel LaVista

I interpret technical education to mean practical education. As such, the educational emphasis is on the application of specific knowledge and skills. In simple terms, technical education prepares the student for a job; in some settings, job placement is more important than the completion of graduation requirements.

I interpret the humanities to mean liberal education. As such, the educational emphasis is on the development of skills that are transferable to different settings. Further, the humanities place value on process rather than *specific product*, on making sense of relationships between one thing and another.

These two interpretations of educational mission are often perceived as mutually exclusive. In most two-year colleges, the best that can be said about the relationship between technical and liberal educators is that they agree that they disagree.

I'll begin with the most traditional reason, the one which is perhaps least acceptable to technical educators. Namely, the humanities provide a context for life's activities. The consideration of other times, cultures, and people—in history, art, literature and philosophy—provides us with a perspective that helps us to deal with our day-to-day activities—on the job, at home, by ourselves. Risking an oversimplication, I might cite the poet John Donne's belief that, "No man is an island, unto himself." A sense of the past and our past successes and failures helps us, in the modern idiom, "to get our heads together." To deprive the technical student of this perspective is to lessen the quality of his college degree and to do him a great disservice. To value this perspective is to agree that a job is not the end or ultimate purpose in life. This is true even for those of us whose jobs or vocations provide personal fulfillment.

A second justification for the humanities is that they provide the technical student with practical skills which may be applied in the job marketplace. The study of the humanities involves skill development in listening, observing, analyzing, judging, conceptualizing, originating, attending to detail and integrating facts and information. Surely these skills, while not manipulative, are useful to the nurse, draftsman or office manager. I would argue further that these skills not only help the student to find a job, they also help him to keep it.

A third reason not to delete the humanities from technical curricula is that even after technical students have become working practitioners, they will continue to learn on the job. They need to know *how* to learn and this is where the humanities can help them. Unfortunately, constraints imposed by time, state requirements, licensing authorities, specialized accrediting agencies and tradition prevent the student from obtaining the skills which help him to learn on the job. Worse, but with increasing impact, many state subsidy models limit the advancement of the humanities in technical programs, even in those settings where the humanities are a valued part of the curriculum.

A final justification for the humanities has to do with a common topic in many humanities disciplines—namely, appearance vs. reality. For example, many technical programs send students on to a job with every confidence that they are well trained to perform on that job. Still, we learn from articles in *The New York Times*, *The Wall Street Journal*, and various trade publications of employer concerns that their employees cannot read with intelligence, speak with clarity, solve problems or think logically. It seems to me that any technical school graduate with a job worth having would not hold it for long without some reasonable facility in these skills. *With* this facility he improves his job performance, pleases his employer and, in turn, advances the reputation of the technical program and the college which educated him.

Daniel LaVista
Chairman of the Language
and Humanities Division
Lorain County Community College
Elyria, Ohio 44035

PRACTICUM

The Ohio Association for Staff Program and Organizational Development (OASPOD) held its fall conference along with OATYC and one of the outstanding presentations concerned the DACUM process that was used for Stark College's evaluation/curriculum revision project. The Journal would like to share an abstract of that presentation with you.

THE DACUM PROCESS

Jack Harris and Vickie Perfect

For the past three years, Stark Technical College has been involved in a program evaluation/curriculum revision project for refining our courses into competency based instruction. This is being funded by the Title III, Strengthening Developing Institutions Program, which is federally funded.

This project gives us the opportunity to refine and improve curriculum content, not to remedy a deficiency. Our growth each year (10% this year, 28% previously), our high placement record (upper 90%), and our strong community standing shows that our curriculum has already been successful. The intent is to insure a curriculum that remains current and is responsive to the needs of changing technology.

We use a four step approach to accomplish our goal. First, the DACUM process is used to identify the skills that the industry desires students to have upon graduation. The second step is the assigning of the skills to courses. The third step is the instructional development phase. Last is the evaluation of the previous three steps to insure that they fit together.

The DACUM process is a brainstorming technique, using a panel of experts from a specific occupational field. They participate in a two-day session to develop and finalize a skill profile for their technology. Once finalized by the experts, the chart is not to be changed by the College. The finished DACUM chart represents a detailed task/occupational analysis. It becomes the curriculum base line. In our Automotive Technology, 324 skills were identified.

Next, specific skills identified in the profile are assigned to a course curriculum. General course objectives are formulated to correlate with the skills assigned. These are checked by designing a simple matrix that uses the skills and objectives. Table One shows six of the 324 skills which have been assigned to a Safety and Shop Practices course. Four general level course objectives have been written to achieve the skills. The matrix shows how they fit together.

A master notebook is then assembled. Instructors, with the aid of a professional team, identify the curriculum content and instructional design of the course. Table Two lists the component parts of a prospective notebook.

Table One

Safety and Shop Practices
(5306-1-022)
Dacum Chart Course Skill Assignment
Safety Procedures
Maintain Clean Work Area
Properly Vent Running Machines
Locate and Dispose of Fire Safety Hazards
Locate and Operate Fire Extinguishers
Use Safety Equipment When Welding, Grinding, etc.
Use Jack Stands With Floor Jack
Course Curriculum General Level Objectives:
G1 Demonstrate Safety Procedures in Shop
G2 Select Appropriate Tools for the Job
G3 Demonstrate Proper Use of Hand/Power Tools
G4 Demonstrate Proper Organization of Work Area

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TABLE TWO

MODEL FOR MASTER NOTEBOOK

I. Course Design
- Course Title
- Course Number
- Course Credits—Class Hours—Lab Hours
- Course Prerequisites
- Course Description
- Course Rationale
- General Level Objectives
- Course Organization/Explanation
- Lab Rationale
- Course Outline
- Course Calendar
- Course Resources
  - Instructor Materials
  - Audio Visuals
  - Resource People
  - Technical Tools & Equipment
- Evaluation System
- Pre-assessment

II. Instructional Design
- Unit Title
- Unit Objective
- Performance Objective
- Organization
- Unit Outline
- Class Activities
- Lab Activies
- Reading Assignments
- Audio Visuals
- Resource Persons
- Handouts
- Evaluation Instruments
- Bibliography

Finally, an objective hierarchy is developed to evaluate the curriculum content. The specific performance objectives for each instructional unit are matched to a general level course objective. Course objectives have previously been assigned to DACUM chart skills. In this way, all the DACUM chart skills have been accounted for in the final curriculum design.

As with all such curriculum development programs, the value is proven in the use. For such a project, as Stark Technical College has begun, three years is a short period of time. In this short period, it has shown great potential.

Jack Harris, Director
Staff & Program Development
Stark Technical College
Canton, Ohio 44720

Vicki Perfect
Instructional Developer
Stark Technical College
Canton, Ohio 44720

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PLUS ONE

One of the ongoing issues of higher education is faculty evaluation. THE PEABODY JOURNAL OF EDUCATION has consented to a reprint of Peter Seldon's poignant article on the subject.

IMPROVING FACULTY EVALUATION SYSTEMS

Peter Seldin

Introduction

Evaluating faculty performance is hardly new on campus. Historically, students have sized up their teachers' strengths and weaknesses and shared such assessments with fellow students. And faculty members have been prone to assess their colleagues' competence from bits and pieces of evidence.

What is new on campus, however, is the attempt to downgrade bias, hearsay, and gossip as evidence and to restructure the evaluative process along more objective lines (Seldin, 1980). This movement has been accelerated in many colleges and universities by the sharp downslide in student enrollment. Fighting tight budgets has forced many institutions to scrutinize and rethink the problems associated with tenure, promotion, retention, and find ways to separate the teaching wheat from the chaff. In the rush to judgment, many institutions embraced seriously flawed evaluative methods which led to protested decisions, confusion, disillusion, and outright friction.

Causes of Failure

Looking back, we now clearly see that many faculty evaluation systems have failed on two vital counts: first, these evaluation systems failed to distinguish between poor, adequate, and good teaching; second, the systems failed to motivate teachers to improve their performance. What caused the failure of so many faculty evaluation systems? Research, plus common sense, suggests the following reasons:

1. One teacher or a group of teachers wants the system to succumb. This scenario includes buck-passing, platitudinous attitudes, shrugs, and know-nothing responses like, "we can't do anything because we don't have enough data." Administrators possess the same subtle power to defeat. Evaluation programs, notes Miller (1980), can be sabotaged quietly with a smile and a pleasantry. As any educational reformer sadly knows, changes won on paper can be lost in performance. By lack of interest, or inability, or covert opposition some professors and administrators have reduced evaluation programs to parodies.

2. The adopted evaluation program itself may start out flawed. It may be so loose and vague that faculty members and administrators do not know how it works, and after limited operation it mercifully tends to self-destruct. It may be so comprehensive and detailed, down to assigned weights to publications, classes, professional and community activities, that it will not work.

3. Constructing an evaluation program to serve two masters—to improve teaching performance and to provide data for salary, tenure, and promotion decisions—virtually guarantees failure. In academia, unfortunately administrators generally insist on evaluation programs designed to improve teaching performance but quietly employ these data also for personnel decisions. Ethics and morality aside, these administrators are ripping apart the evaluation program. They try to fit a round peg into a square hole. A program designed to improve teaching is barely within hailing distance of a program designed for personnel decisions.

4. Improper administration also can collapse an evaluation program. Scott (1975) identifies three common mistakes: (a) irregular rating schedules, (b) unclear instructions on forms, (c) inconsistent standards. Any one of these mistakes sows faculty confusion and distrust, good growing soil for overt and covert faculty opposition. Using administrative muscle to silence faculty opposition often compounds the mistake, convincing faculty that the administration stands in an adversary relationship. Clearly, then, how the evaluation program is developed and administered can be almost as important to program success as program content.

5. Failure can overcome an evaluation program lacking the safety valve of built-in feedback to monitor the program (Centra, 1979). A regular review informal or formal (including an analysis of performance goals and standards) with depth interviews with students, collegues, and administrators, is vital to the program's success. The kind of review depends on campus needs, politics, and traditions. But the review must produce close monitoring and, if needed, reforms of the evaluation process.

Revision of a Failing System

Let us first assume that general agreement exists that the faculty evaluation system is failing, and we want to shore up the system by correcting its weaknesses. Then, let us assume genuine desire by faculty and administration to save and restore the system. The remaining problem is how to locate and correct the system's errors.

One proven approach begins with the appointment of a well-structured study group. Since the group's credibility is essential, North and Scholl (1978) urge extreme care in selecting the group's members. Their stature among their peers should be beyond reproach; their acceptability on campus, widespread.

The group is charged with preparing a written plan to answer the following questions:

1. Specifically, what goals are appropriate for faculty evaluation on our campus?

2. What parts of the present system contribute to these goals and should continue?

3. What parts hinder achievement, or are irrelevant to, these goals and should be discarded?

4. Specifically, what can and should we do to improve the system and better achieve our institutional goals?

5. Do we possess available resources on our campus—human and financial—to effect these improvements?

6. What is a realistic time frame given our local needs, politics, and traditions to revise our program?

How the study group actually conducts its day-to-day operations varies, of course, from campus to campus. But a glimpse at a few techniques that have worked may help. At the outset, reports O'Connell (1979), most study groups seek to widen their base of campus support. Some do this by expanding their membership to represent all the institution's academic divisions. Others expand membership but retain the original appointees as the group's core. Still others work with an advisory committee so as to bring in outside guidance and stability.

Virtually every successful study group seeks out influential faculty. Their support is mandatory. If the faculty heavyweights believe in the program's worth, its halo more readily shines for everyone else.

The most successful study groups pay scrupulous attention to campus protocol. The group's members know how to thread their way through the faculty governance maze. They use proper communication channels to collect and distribute information. They encourage the faculty senate to hold open forums where group members can answer questions and consider comments and suggestions. In addition, group members employ surveys and interviews to widen faculty feedback about campus attitudes and perceptions concerning the evaluation process. Changes desired by faculty and administration also are unearthed in this way.

A clear two-way communication channel remains crucial to the study group. With this in mind, many study groups resort periodically on their activities and progress at general faculty meetings and in newsletters. Group members keep their ears on the campus ground and painstakingly and seriously deal with small problems before they enlarge (Gaff, 1979). Even so, the going is rough. Despite their efforts at keeping the lines of communication open, group members frequently are nonplussed by the high order of faculty ignorance about evaluation on campus. It goes without saying, that there is parallel faculty ignorance about improvements by the study group in the evaluation process. The faculty educative campaign never ends; it is a battle for understanding that ultimately must be won if the faculty evaluation program is to achieve a reasonable measure of success.

Recently, the Southern Regional Education Board (O'Connell, 1979) which served as consultant to 30 colleges and universities eager to improve their faculty evaluation programs offered a composite summary of the institutional experience:

Our college came to the project with a history of loosely applied faculty evaluation program. The main component was a student evaluation form developed locally within the past five years. But most people could not recall if it was in use on an institutional-wide basis. More significantly, no one was sure what it was used for.

Our first impulse was to develop new forms right away. If student ratings were to be used., why not get started on finding the right form with the right questions? Fortunately, this tendency soon gave way to a realization that first

consensus about purpose must be developed if the changes were to be meaningful. After this early period of settling down, our study group decided to broaden its base and expanded from four to nine members with the new appointees coming from academic units not respresented by the original members.

Our next task was to conduct a campus-wide survey of faculty. The questionnaire asked for: (a) reactions to the current evaluation program; (b) specific feedback on what was needed to improve the system; and (c) questions about attitudes toward using certain techniques such as classroom observation. Much to our regret, we achieved only a sixty percent rate of return.

We were well into the next semester before our study group was ready to propose a blueprint to the faculty.

Our proposal included five sections: first, a statement of purposes; second, a definition of the kinds of activities that would be evaluated; third, the sources of information; fourth, what would be asked of each of these sources; and fifth, how the information was to be used.

Endorsement by our faculty followed numerous meetings and open hearings. Our entire evaluation study group was present at each meeting. Our approach was marked by patience and a willingness to compromise.

The development of forms and specific procedures followed and the go-ahead was eventually given for a trial run (p. 6).

Characteristics of a Successful Faculty Evaluation Program

Specifically, what steps must an institution take to develop a faculty evaluation system that is flexible, comprehensive, and fair? What common characteristics appear routinely in successful appraisal systems? The following guidelines may act as therapy for ailing evaluation systems.

Deciding the system's purpose. It is crucial to decide at the outset what purpose the evaluation system is to serve. One purpose is to improve faculty performance. Another is to provide useful data on which to base personnel decisions. As these purposes are diverse, the systems must reflect that diversity. One serves a formative function (faculty improvement), the other a summative function (personnel decisions). Wilkerson (1979) argues that assessment procedures as well as the type of information gathered depends on the purpose. An attempt to construct one system to serve both purposes is like trying to ride two horses galloping in opposite directions.

Seeking solid administrative support. No faculty evaluation system can survive without unremitting top-level administrative support. There is nothing like the effectiveness of an institutional administrator in offering compromises, breaking log-jams, cutting through sticky problems, lending the force of high office to promote the program and wrap it in goodwill.

Collecting multi-source information. To obtain a three-dimensional, reasonably clear, and accurate picture of a teacher's effectiveness, a number of relevant sources must be tapped (Seldin, 1981). *Students* provide assessment of teaching skills, content and structure of the course, work load, teacher-student interactions, organization of course material and clarity of its presentation, student advising. *Faculty peers* provide a review of teaching

materials (assignments, handouts, tests, papers), mastery and currency of subject matter, original research, professional recognition, participation in the academic community, interest in and concern for teaching, service to the nonacademic community. *Administrators* provide an appraisal of the workload and other teaching responsibilities, student course enrollment, service to the institution, teaching improvement. The *teacher* provides self-appraisal as a teacher, as a faculty member with added academic responsibilites, illustrative course material, evidence of professional accomplishments, student advising, committee memberships, service to the institution and community.

Opening communication. No evaluation system, suggests Eble (1972), stands much chance of success unless candidly and fully explained to faculty and administration and, most important, successful in winning their acceptance. Sugarcoating or obfuscating explanation dooms the program to failure. Every step of the program must be openly arrived at, fully explained, and widely publicized. Every doubt must be resolved; every question answered satisfactorily. Open faculty forums especially help in analyzing and discussing draft documents and in distributing progress reports as the evaluative system develops.

Securing faculty involvement. The objective is 100% active involvement of faculty members in every step in the program's evolution. Grasha (1977) suggests that when the program is completed, the faculty members must believe the program is theirs since they had a strong hand in its development. They must never be allowed to lose the feeling that they control their own destiny. They will "own" the program they helped develop, more readily accept its implementation, and more likely consider it manifestly fair and workable. Methods of gaining wide faculty participation include expanding on-campus revision or devleopment teams, open and frequent discussions at department meetings and faculty forums, pilot tests of new systems in which the entire faculty participates.

Overcoming faculty resistance. Professors, like most human beings, tend to regret their evaluation as an implicit threat, and no one likes to be threatened. This natural resistance must be met with sympathetic understanding and a trade-off approach emphasizing positive advantages to professors in improved teaching performances and more objective administrative approaches to personnel decisions (Miller, 1974).

Flexing administrative muscle to end faculty resistance will achieve nothing of the sort. Experience has provided more effective approaches: (a) view the evaluation system as experimental; (b) allow one or two years of acceptance and implementation; (c) protect the professor's privacy by prohibiting public dissemination of his evaluation without his prior written approval; (d) encourage faculty senate open forums where evaluation-revision committee members can answer questions and note suggested changes (truth and respect should hallmark these forums); (e) conduct dry runs to gain experience and to uncover and correct system weaknesses.

Selecting the evaluation instruments. Starting from scratch to develop a faculty evaluation system is to reinvent the wheel. A wide range of programs operate with varying degress of success at institutions all over the country. An institution looking around for a program would be prudent to adapt—not adopt—an existing program by tailoring it to local needs, politics, and traditions.

Using local expertise. A host of colleges and universities can tap their own on-campus expertise in professors trained in test construction, research design, and statistics. Such professors can shape the questionnaires and forms and structure appropriate methods of data analysis. If needed, specialists from other institutions, more experienced in handling the sometimes tricky adaptation of an evaluation system, can augment on-campus expertise.

Administering the rating forms. No matter how good the forms and how open the communication, faculty administration can wreck the system. With this in mind, Seldin (1980) believes that the following key characteristics must be included to assure the system a decent chance of success: there must be (a) a regular rating schedule, (b) clear and consistent written instructions, (c) well-constructed rating forms, (d) meaningful standards for later interpretations, (e) a secure location for storing and processing the rating forms, (f) a dry run to discover and eliminate the bugs in the system.

Feeding back to evaluate the program. Every workable faculty evaluation program must contain a built-in feedback mechanism to monitor the evaluation process. Faculty knowledge of and participation in the feedback mechanisms adds to the systems viability. The mere knowledge that the faculty can reshape the evaluation system adds faculty support and stability to the system.

No Perfect System

If no perfect evaluation system operates on any of the nation's campuses it is because it has not been invented yet. It probably never will be. Perhaps it is as unrealizable a concept as the perfect person. But because the system or person remains imperfect, we cannot justify abandoning it. Many of us have managed to live—and well—with our inperfections. Clearly, we must continue our efforts toward perfection, acknowledging it as an unachievable goal. Every faculty evaluation program needs the kindly ministrations of faculty and administration to improve it. The goal, therefore, is improving not perfection.

A Final Word

Likely, we know more questions about improving faculty evaluation systems today than we do answers. But from experience we do know a few answers:

1. We know that the improved system must be compatible with the institution's goals and with its operational style, politics, and traditions as well;

2. We know that the system must be comprehensive, flexible, fair, and easy to understand and maintain;

3. We know that the faculty must directly and actively participate in the design, implementation, and review of the process;

4. We know that the study group charged with responsibility for improving the system must be visible and available, strive for open and broad communication, and be recognized as campus leaders of impeccable integrity. On the group's integrity rests the system's integrity.

5. We know that it is almost always necessary to separate the two functions of faculty evaluation—personnel decision making and faculty development—into distinct and separate evaluation processes;

6. We know that for a study group's efforts to succeed, there must exist on campus a widespread faculty readiness for changes, born of the knowledge that these changes will be advantageous to the faculty;

7. We know that sizeable differences in culture and tradition among institutions means that a successful program in one institution may be less successful in another;

8. We know that many institutions trying to improve their systems have discovered the time frame and activity needed to effect the improvements far exceeded expectations;

9. We know that faculty resistance to evaluation systems can be emotional and deep-rooted, and can assume the form of apathy or covert or overt resistance;

10. We know that multisource factual data must be obtained for equitable evaluations, whether for personnel decisions or teaching improvement;

11. We know that how a system is modified can be as important as the revision itself. The shadow can be as important as the substance.

Peter Seldin
Professor of Management
Pace University
Pleasantville, NY 10570

REACTION

The Journal encourages letters and articles in reaction to its contents, policies, and articles. The following article is in reaction to Neal Whitman's article, "Evaluations Can Isolate Teaching from Learning," [OATYC JOURNAL, Fall 1981].

A RESPONSE TO "EVALUATIONS CAN ISOLATE TEACHING FROM LEARNING"

First of all, I must say that I found Mr. Whitman's article "Evaluations Can Isolate Teaching from Learning" which appeared in the Fall 1981 issue of the *OATYC Journal*, rather abstruse. It sets forth a very obvious question about evaluating teaching, a question that must, it is true, be considered, but proposes no concrete answers. After reading Mr. Whitman's article, one has come no further than where he started. Yes, there is a need to evaluate and redefine teacher evaluation systems, but exactly how do we combine "process" and "outcome" measures into a workable system, as Mr. Whitman suggests?

Part of the problem with Mr. Whitman's article is that it does not clearly define the terms it works with. For example, we are told that the way for a teacher to judge whether or not his process methods are successful is "through confirmation of actual learning" (p. 23). What in fact *is* this "confirmation of actual learning"? Could Mr. Whitman by some chance mean "grades"? Is the basis for a teacher's success to be judged in terms of the grades his students receive? Surely there are several fallacies immediately apparent in that idea. We are all too familiar with the scourge of "grade inflation," which would seem to be encouraged by such a philosophy. And what about the student who brings prior knowledge to the course. He may do well not because he has "learned" in this course, but because he has that prior knowledge. Are grades then a reliable measure of a teacher's success? Mr. Whitman seems to have considered this question himself, for he (two paragraphs later) concedes that "rating the teacher...solely on the learning that actually occurs would be naive" (p. 23). How, then, do we rate the teacher? How do we use "outcome measures augmented by process measures" (p. 23)? What, in fact, does Mr. Whitman mean by "outcome measures" and "process measures"?

To find out, we must go back to Mr. Scriven's definition of formative and summative evaluation, which Mr. Whitman characterizes as "process" and "outcome" respectively. Formative evaluation, as defined by Scriven, "is conducted as the process of learning and teaching occurs, and its purpose is to improve. Summative evaluation is conducted at the end of the learning-teaching process, and its purpose is to draw conclusions about the effectiveness of the instructional process; in other words, to rate" (p. 21). One problem with Scriven's definition that immediately becomes apparent is Mr. Scriven's abstract use of the term "evaluation." Does he mean evaluation of students by teachers or evaluation of teachers by students? The unclarity is never resolved by Whitman, for he talks in both terms throughout his article. What in effect happens is that Mr. Whitman starts to identify "process" with the teacher's grading of students and "outcome" with the students' "grading"

of teachers, a division that is in fact implied in Mr. Scriven's definition. After spending the bulk of his article discussing the "process" of the student's learning, Mr. Whitman then turns to measuring the "outcome" of the teacher's success. How do we in fact combine the two when Mr. Whitman himself, however unintentional, has created a distinction between them?

My suggestion to clarify the article and perhaps Mr. Whitman's own position (if I am not being unduly presumptuous) is to focus the concepts of "process" and "outcome" on one entity, the teacher, who is, after all, by virtue of his very role in some degree responsible for whether or not learning takes place. Yes, teaching and learning are parts of a give and take process, a two way street, as Mr. Whitman has established. But to come to some sort of evaluation of the teaching-learning process, one must have an index, a focal point from which to measure, and I suggest that that focal point be the teacher himself, not the student. Consequently, I would suggest that the term "evaluation" as used in this article refer to the teacher and the teacher only. If we are going to evaluate the teacher, how *do* we combine "process" and "outcome"? First and foremost, by not thinking of the two separately. Just because "outcome" comes "at the end of the learning-teaching process, and its purpose is to draw conclusions" (p. 21) does not mean that it has to be isolated from "process." The "outcome" of student or teacher responses to a course should not be taken as an end in and of itself. It should, rather, be used in the "process" of improving teacher methods and goals. Should the teacher teach the course again, as is frequently the case today, he can use the "outcome" of teacher evaluations to change the content of the course, to improve the "process" by which he teaches the material to the student. Even if the course would not be taught again, the teacher can use the "outcome" of his students' evaluations of him (and his own evaluation of himself) to improve his teaching methodology. "Outcome" *is* part of "process"; the two *can* be combined if approached from the perspective of the teacher. Only then can we hope to prevent evaluations from "isolating teaching from learning."

Dr. Susan C. Page
Instructor, General Studies
Clark Technical College
Springfield, Ohio 45501

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